

San Bernardino Valley College

Data Portfolio

September 8, 2022



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Data Portfolio

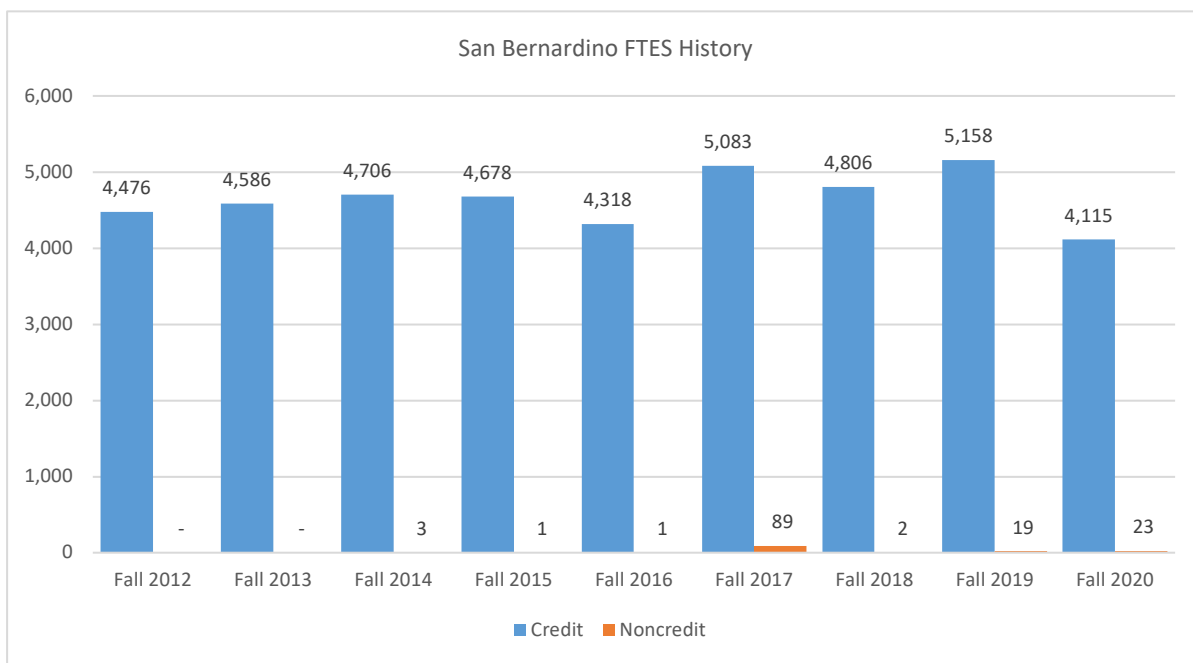
This section of the Plan provides data and analysis important for planning. The data includes quantitative and qualitative data related to the internal and external environments and is gathered from several different sources.

Internal Scan

The Internal Environmental Scan includes a demographic profile of the students and staff at the College. It also includes an analysis of FTES, headcount, degrees and certificates awarded and other institutional trend data.

FTES and Headcount

Credit FTES has fluctuated modestly from fall 2012 to 2020. The lowest level of FTES was in fall 2012 (4,476) and the highest was in fall 2019 (5,158). FTES fell by 20.2% in fall 2020.

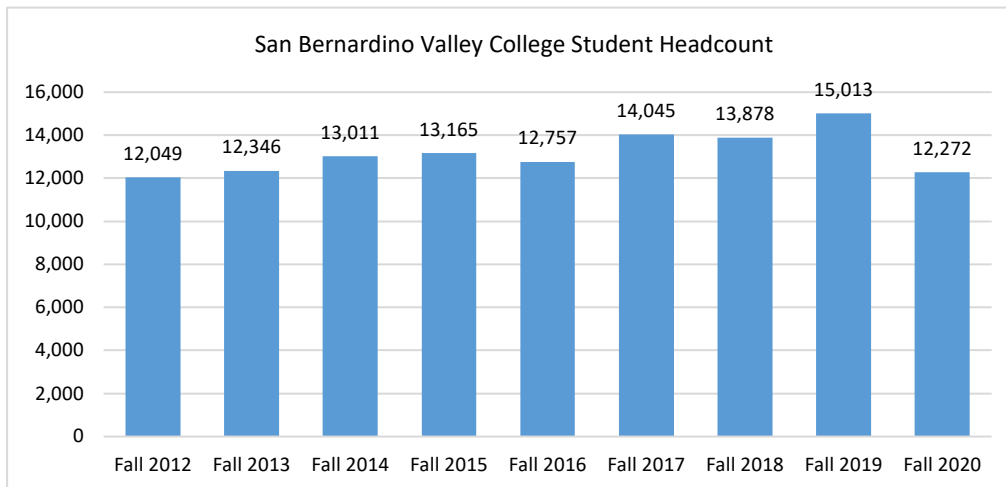


Source: cccco.edu DataMart; analysis by CBT

The following table shows the FTES history for credit and noncredit enrollments.

SBVC FTES History			
Term	Credit	Noncredit	Total
Fall 2012	4,476	-	4,476
Fall 2013	4,586	-	4,586
Fall 2014	4,706	3	4,709
Fall 2015	4,678	1	4,680
Fall 2016	4,318	1	4,319
Fall 2017	5,083	89	5,172
Fall 2018	4,806	2	4,808
Fall 2019	5,158	19	5,177
Fall 2020	4,115	23	4,138

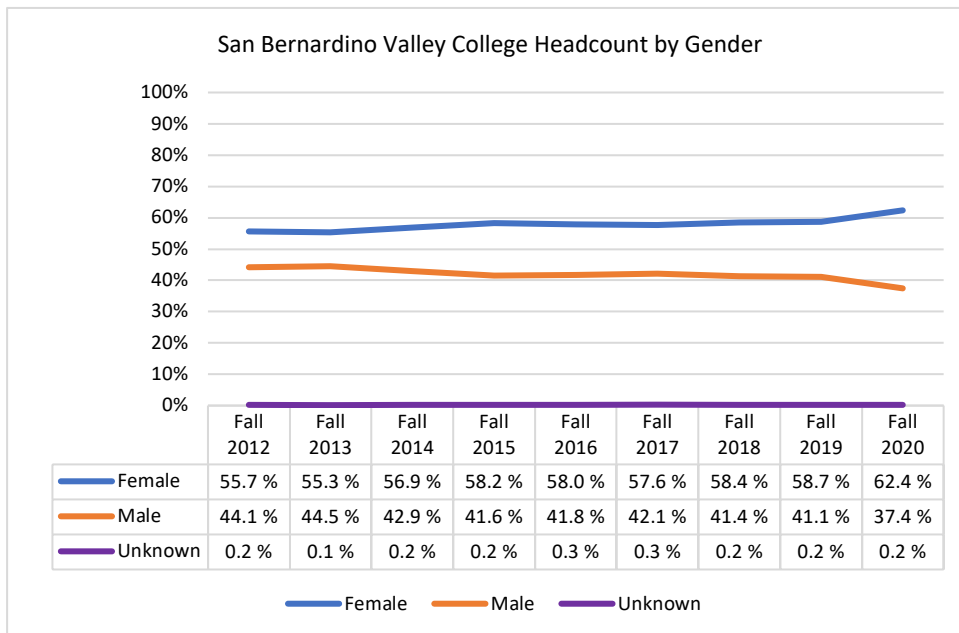
Headcount increased almost every year from fall 2012 to fall 2019 but fell 18.3% in fall 2020. According to the National Student Clearinghouse Research Center, enrollments in public 2-Year Colleges fell by 10.1% Nationally and by 11.7% in California in the fall 2020 semester¹.



Source: cccco.edu DataMart; analysis by CBT

Student Demographics

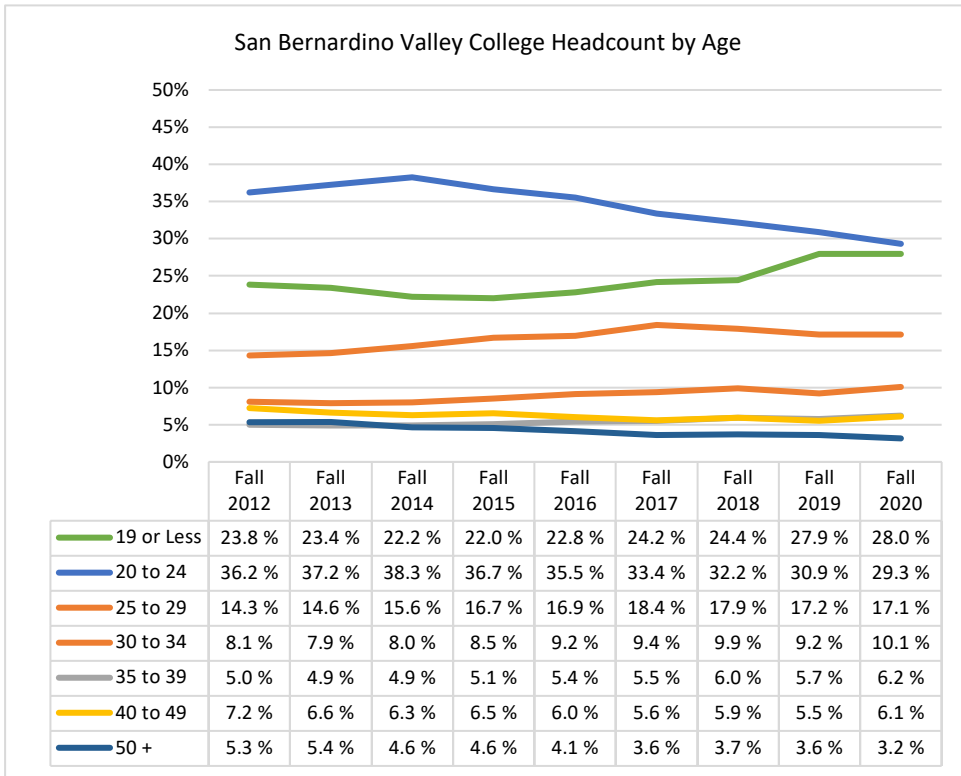
The gender distribution of the student body has shifted over the past couple of years. The College has had a majority female student population from fall 2012 to fall 2020. That female majority grew significantly in the fall 2020 semester (from 54.2% to 56.7%). This means that the drop in student headcount was more acute for male students.



Source: cccco.edu DataMart; analysis by CBT

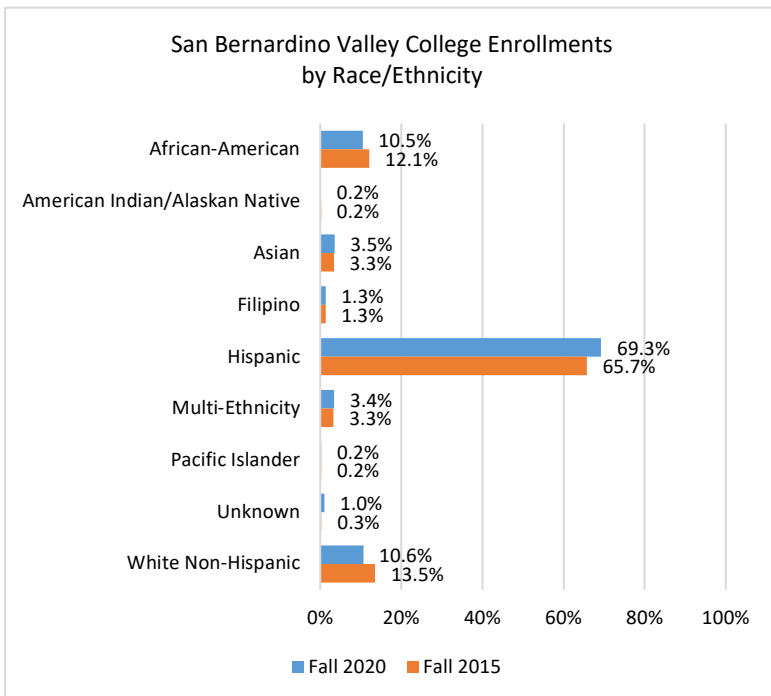
¹ National Student Clearinghouse Research Center Fall 2021, nscresearchcenter.org

The largest age segment of students at the College were between 20-24 years of age from fall 2012 to fall 2020. In fall 2020 the segment of students 19 or younger was nearly as large as the 20–24-year-old segment. This indicates that the fall 2020 drop in student headcount disproportionately hit the 20–24-year-old age segment. This age segment has been declining as a percentage of the student body for the past 6 years.



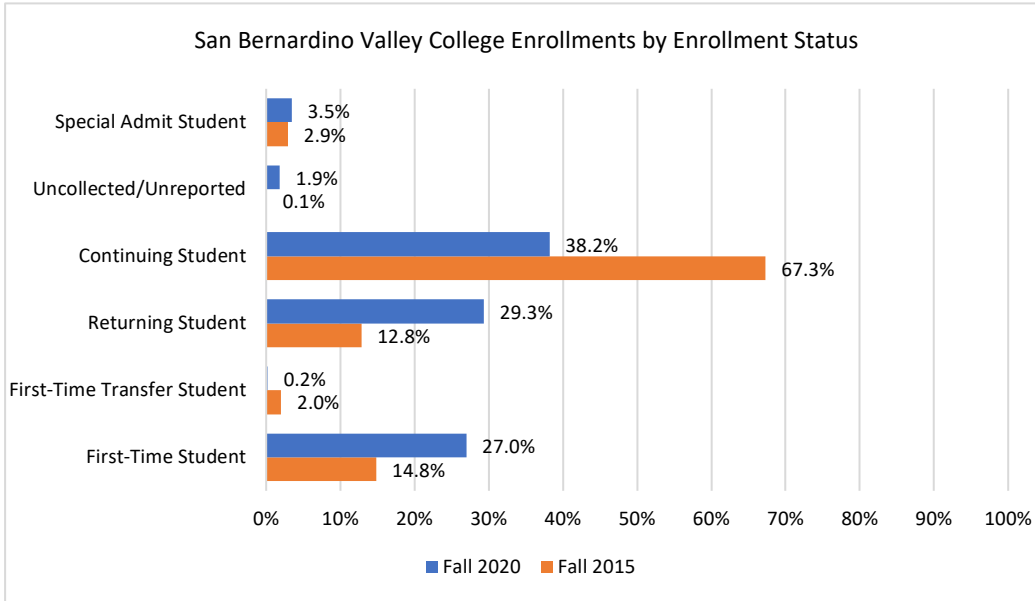
Source: cccco.edu DataMart; analysis by CBT

This chart disaggregates students by race and ethnicity for the fall 2020 and fall 2015 semesters. In fall 2020, a majority of students (69.3%) identified as Hispanic. This represents an increase from five years earlier (65.7%). The next largest segments of students identify as White Non-Hispanic (10.6%) and African American (10.5%). Both groups declined over the past five years.



Source: cccco.edu DataMart; analysis by CBT

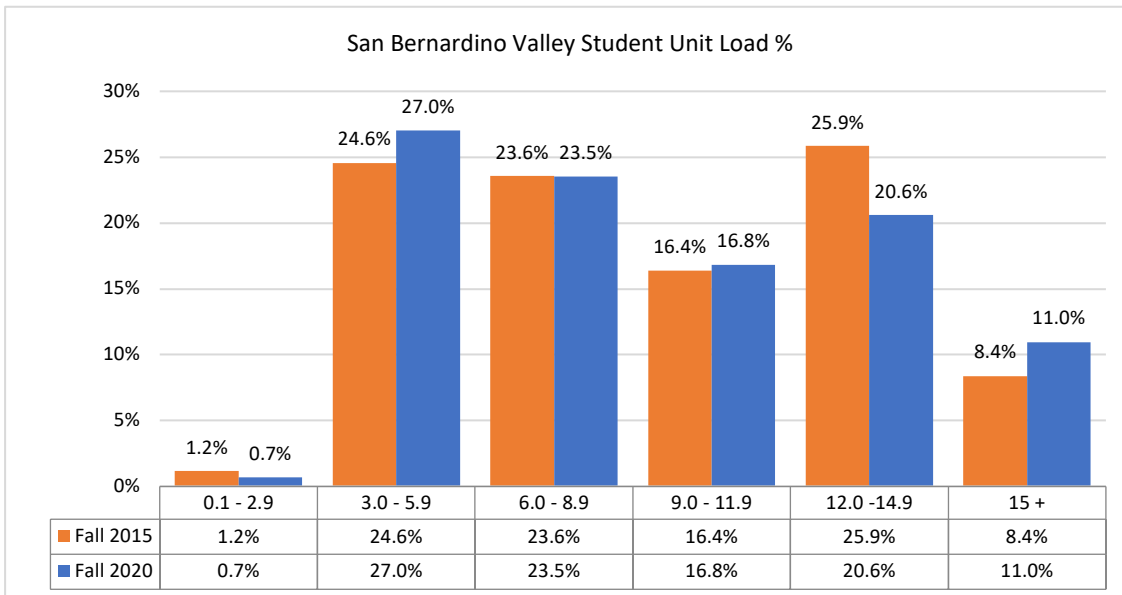
The following chart shows the percentages of students by enrollment status. There were significant shifts from fall 2015 to fall 2020. Students identifying as Continuing Students² fell from 67.3% to 38.2%. Over the same period, first-time students increased from 14.8% to 27.0% of students; and returning students increased from 12.8% to 29.3%.



Source: cccco.edu DataMart; analysis by CBT

From fall 2015 to fall 2020 there were some significant shifts in students’ unit load. The largest increases were among students enrolled in 3.0 to 5.9 units and 15 units or more. These groups increased by 2.4 percentage points and 2.6 percentage points respectively. The largest decline was for students enrolled in 12.0 to 14.9 units. This group fell from 25.9% to 20.6% of students. Interestingly, the percentage of students attending full-time (12 or more units) went from 34.3% in fall 2015 to 33.6% in fall 2020.

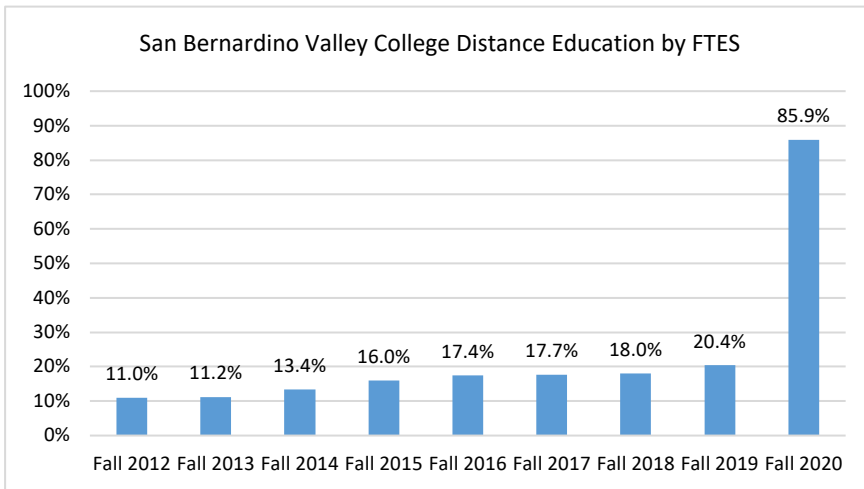
Overall, the percentage of full-time students (12 or more units) declined; and the percentage of students taking fewer than 6 units increased.



Source: cccco.edu DataMart; analysis by CBT

² A “Continuing Student” is a student enrolled in the current session who was enrolled in the previous regular session.

The portion of FTES generated in distance education formats increased steadily from fall 2012 to 2019. In fall 2020, due to the Covid pandemic, more than 85% of FTES was generated in distance education formats.



Source: cccco.edu DataMart; analysis by CBT

Student Profiles and Success Metrics

While the Internal Scan provides broad student demographic datasets of the overall student population and the External Scan provides current and projected community demographic datasets, the *Student Profiles and Success Metrics* provides a more detailed review of the student experience (disaggregated by race and ethnicity, where available) based on state’s *Vision for Success* metrics and categorial programs using the California Colleges Chancellor’s Office Management Information Systems (MIS) data applications. Specifically, the [MIS DataMart](#), [Cal-Pass Plus – Launchboard - Student – Success – Metrics](#), and [Digital Futures – Student Success Metrics](#). Each of these three data inquiry tools includes specific and technical definitions for students and program of study datasets. Its critical to review these definitions as the definitions do vary among the applications.

Collectively, the state’s *Vision for Success*, the *San Bernardino Community College District Strategic Plan* and the student datasets are key to college planning and allocation determinations. These data may be used to bring focus to student outreach and marketing, access, programs of study, student persistence and retention strategies, with a goal of increasing student completion rates for all students as outlined in the *Vision for Success* plan, supported by the Guided Pathways framework, and aligned to the Student Centered Funding Formula.

This section provides a brief overview of the state’s mandates related to promoting student success, the San Bernardino District Strategic Plan (District) goals, followed by San Bernardino Valley College student profiles and success metrics. San Bernardino Valley College has a unique opportunity for integrated student-centered planning with the development of its Educational Master Plan by identifying strategic directions and supportive actions aligned to the overall state and District goals.

State Vision for Success Plan – Guided Pathways – Student Centered Funding Formula

In 2017, the California Community Colleges Chancellor’s Office (CCCCO) launched the *Vision for Success* plan with a primary purpose of, “making sure students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating achievement gaps once and for all.” The *Vision for Success* “commitment” statement is described, in part, as follows:

The [Vision for Success core commitment](#) statement is intended to drive improvement, student access, equity, and success for all students.

1	Focus relentlessly on students’ end goals.	5	Take ownership of goals and performance.
2	Always design and decide with the student in mind.	6	Enable action and thoughtful innovation.
3	Pair high expectations with high support.	7	Lead the work of partnering across systems.
4	Foster the use of data, inquiry, and evidence.		

The *Vision for Success* goals read in part as follows, complete goal descriptors available at [Vision for Success](#).

<p>Goal 1: Completion Increase the number of students who complete a program of study</p>	<p>Goal 3: Unit Accumulation Decrease the number of units accumulated by students earning an associate degree</p>	<p>Goal 5: Equity Reduce equity gaps across all measures (goals) among traditionally underrepresented student groups – fully close the achievement gap</p>
<p>Goal 2: Transfer Increase the number of students annually transferring to the CSU and UC</p>	<p>Goal 4: Workforce Increase the percentage of existing students who report being employed in their field of study</p>	<p>Goal 6: Regional Equity Reduce regional achievement gaps across all measures (goal) among colleges in regions with the lowest educational goal attainment of adults</p>

The *Vision for Success* plan relies upon the Guided Pathways framework to improve student access, persistence and retention and student goal completion. Colleges have an opportunity to integrate and align community college plans for Guided Pathways, Student Equity and Achievement Program, College and Career Access Pathways (CCAP), Adult Education, categorical programs and services, and more.

[Reaffirmation of State’s Commitment to Vision for Success Goals](#)

On June 30, 2022, Governor Newsom signed the 2022-23 State budget reaffirming the state’s commitment and investment in the California Community College system, the *Vision for Success* plan, the Guided Pathways framework, and the Student Centered Funding Formula. The [CCCCO Joint \[Budget\] Analysis](#) was released on July 11, 2022, and highlights an increase in overall community college budgets with additional funding extended through one-time grants and/or augmentations to categorical programs, financial aid, technology, student housing (planning grants), COVID-19 Recovery, Equal Employment Opportunity, transfer reform, apprenticeships and so much more. In addition, SBCCD is the recipient of a one-time \$15M award to support the KVCR-DT public radio broadcasting station. The SBCCD KVCR-DT report presented to the SBCCD Board of Trustee on March 24, 2022, is available [here](#) and is aligned with the *SBCCD Strategic Plan* goals and college programs of study. The CCCCCO Joint [Budget] Analysis provides a complete listing of all on-going and one-time funding.

[The Governor’s Office and A New California Community College Roadmap](#)

The CCCCCO Joint [Budget] Analysis (Joint Analysis) includes a new agreement between the Governor’s Office and the California Community College system. The Governor’s Office and the CCC system have mutually agreed to prioritize advancement of shared goals over the next five-year term as described in the *Multi-Year Roadmap Between the Newsom Administration and the California Community Colleges*. The “...shared goals are herein designed to build upon the system’s *Vision for Success* goals to promote student access and success; close (eliminate) equity gaps; expand opportunities for transfer students; increase intersegmental collaboration to benefit students; support for workforce preparedness; and high-demand career pipelines.” This “roadmap” includes new goals and expectations and “...represents an unwavering commitment to continue to increase support and socialize existing reforms such as Guided Pathways, equitable [student] placement, the Student Centered Funding Formula, and competency-based education, among others – aimed at improving student success and making that success equitable for all students served by the CCCs” (Roadmap, pg.5; Roadmap, pg.2).

Further, “key goals and expectations in the roadmap include increased collaboration across segments and sectors to enhance timely transfer; improved rates of completion with reduced excess units; closure of equity gaps; and better alignment of the system with K-12 and workforce needs” (Joint Analysis, pg. 11).

[Guided Pathways](#)

As noted earlier, the Guided Pathways framework is codified in Education Code [88920-88922](#) and aligns with the *Redesigning America’s Community Colleges* model as defined by authors Bailey, Jaggars and Jenkins, 2015. This national community college model is described as, “...an integrated, institution wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to

attainment of high-quality postsecondary credentials and careers with value in the labor market” (AACC, 2015). Further, the “guided pathways reforms involve every part of the college, requiring redesign of departments and functions” (Bailey, 2017).

The Guided Pathways framework is anchored in four pillars of the student experience as described, in part, as follows:

Guided Pathway Pillars	
1. Clarify the Path	Create clear curricular program of study pathway maps to employment or transfer, simplify student choices, establish detailed transfer pathways, and expected learning outcomes with transfer institutions
2. Enter the Path	Help students choose and select a pathway, redesign developmental education, and course placement
3. Stay on the Path	Support students through strong advising and counseling, embed proactive support services throughout the student journey, strengthen clarity about transfer and career opportunities, ensure academic planning with predictable course scheduling
4. Ensure Learning	Ensure learning is occurring with intentional outcomes, establish program of study level of outcomes in employment or transfer, integrate group projects, internships, and other applied learning experiences to enhance instruction and improve student success

Source: American Association of Community Colleges (2015), *Redesigning America's Community Colleges* (2015)

Simply stated, Guided Pathways seeks to achieve:

- o Advance Equity: Removing barriers that today’s students face, particularly students of color, first-generation students, students from low-income backgrounds, and working adults.
- o Transform Institutions: A highly structured, comprehensive approach to systemic change to improve students’ attainment of skills, credentials, and socioeconomic mobility. It is founded on the principle that everything can and should change.
- o Redefine Readiness: Fundamentally shifting the conversation about what it means to put students first, encouraging colleges to focus on their readiness for students rather than students’ readiness for college.
- o Redesign Supports: Recognizing that students need more than financial support and resources to be successful. It allows colleges to recognize and holistically support students’ academic and non-academic needs.

Ultimately, the Guided Pathways model offers a framework within which every strategy supporting student success as outlined in the *Vision for Success* is organized and may be realized.

Student Centered Funding Formula

Based on the California Community College Chancellor’s Office, the [Student Centered Funding Formula](#) (SCFF) is designed to support the goals and commitment set by the *Vision for Success* plan and aligned with the Guided Pathways student success metrics. SCFF is based on three calculations:

- o A base allocation – largely reflects enrollment.
- o A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- o A student success allocation based on outcomes that include:
 - the number of students earning associate degrees and credit certificates
 - the number of students transferring to four-year colleges and universities
 - the number of students who complete transfer-level math and English with their first year

- the number of students who complete nine or more career education units
- the number of students who have attained a regional living wage

The SCFF link noted includes a complete list of the “Supplemental Allocation Metrics Definitions,” with corresponding Education Code sections and related data sources.

San Bernardino District Community College District Strategic Plan Goals

The San Bernardino Community College District Board of Trustees (SBCCD) reviewed the SBCCD Strategic Plan (Plan) at its [April 14, 2022](#), meeting, and subsequently approved it at its [May 12, 2022](#), meeting. The Plan outlines the District’s Mission, Vision, Values, Challenges, Trends, Opportunities, Commitment to Diversity, Equity, and Inclusion, and identifies four overarching goals.

SBCCCD Strategic Goals
Goal 1: Eliminate Barriers to Student Access and Success
Goal 2: Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
Goal 3: Be a Leader and Partner in Addressing Regional Issues
Goal 4: Ensure Fiscal Accountability/Sustainability

The SBCCD Strategic Plan is available for review by selecting the April 14, 2022, link noted above.

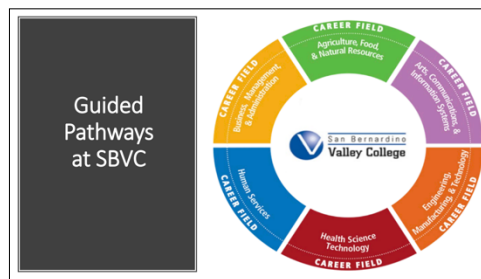
The SBCCD also invested in establishing the [District Human Resources, Diversity, Equity, and Inclusion \(DEI\) Advisory Committee](#) for purposes of serving as an advisory to the Chancellor’s Council. The Committee is charged, in part, with aligning Districtwide DEI efforts and to ensure that adequate supports are available. A focus of the Committee is to also support and promote district and college DEI priorities to support the student and employee experiences.

San Bernardino Valley College Guided Pathways Scale of Adoption Assessment

The CCCCO Guided Pathways Scale of Adoption Assessment is designed to assist colleges in assessing its collective progress across each of the four Guided Pathway pillars and related practices. A review of the 2021-22 San Bernardino Valley College Guided Pathways Scale of Adoption Assessment (SOAA, March 2022), and the Guided Pathway Committee Meeting minutes (April and May 2022), provides the following summary of progress to date:

Pillar 1. Clarify the Path and Practices – progress to date:

- o Fall 2018 the Guided Pathways committee begins to meet to launch the SBVC Guided Pathways effort.
- o In 2019, SBVC Guided Pathways committee elects to refer to “meta-majors” as “career fields.” A review of the website for Career Fields/Meta-Majors results in the following graphic depicting programs of study under “career fields.” The search also yields an alphabetical listing of all programs of study (203 catalog) and under *All Programs* a list of 49 degrees and certificates. The latter two sources are not clustered by “career fields/meta-majors.”



- o There appears to have been a change to using the “career fields” term. Currently, the SBVC landing webpage offers a “guided pathways wheel” - an interactive tool that allows students to explore a program of study by selecting one of the six pathways: 1 - Arts, Communication,

Design; 2- Health, Wellness, Athletics; 3- Science, Engineering, Math; 4- Business, Information Technology, Hospitality; 5- Public Service, Culture, Society, and 6- Manufacturing, Industry, and Transportation.

SBVC (<https://www.valleycollege.edu/>)



- o Programs maps have been completed but have not yet published or marketed to students given needs to update the curriculum management system and website. Program maps under continuous review to align with transfer institutions.
- o Career Information: Detailed information regarding employment and related educational opportunities on the college's website are limited and the college is hopeful this will be improved upon with the website software and platform upgrades. The Career services center is not centralized and the CalWorks program services offers a fuller complement of career and job opportunities. The Career Technical Education Division (CTE) has purchased Job Speaker and need to be implemented for student use. A one-stop career services weblink is also needed. Staffing shortages contribute to delays in project implementation.
- o Required Math and English Courses: The passage of AB 705 changes have led to the review of "program-specific" math courses. AB 705 directly impacts gatekeeper math and English courses and the faculty have implemented the co-requisite model to support transfer level courses. Progress is underway with articulation coordination, tutoring, dedicated STEM tutoring, DSPS services, Learning Communities, and Early Alert and Intervention practices using StarFish.
- o Identified overall support need/opportunities: There's a need for human resources and technology solutions to further implement the Guided Pathways framework. Delays with hiring and contract processes have also led to project delays – "fast track" contracts are needed. Hiring a web developer to assist with design and implementation.

Pillar 2. Get on the Path and Practices – progress to date:

- o Efforts are underway to mandate a student Interest Inventory and Career Assessment into the new student matriculation processes to assist the student with interest and career exploration. A goal is to support a more informed student and counselor discussion as educational plans are developed.
- o Math Courses: Embedded tutoring models are being incorporated into transfer-level math courses. A self-guided placement model to guide students into BSTEM or SLAM math courses. Math department is also working on launching a additional liberal arts mathematics classes to align with program maps. Tutoring continues to be supported and available to all students. CTE transfer-level math courses offered and aligned with certificate programs.
- o English Courses: As noted, English courses offer the co-requisite model, embedded tutors, and supplemental instruction. The English Writing Center also support students.
- o Early Alert [Starfish] available to instructors to monitor student progress and performance.
- o Need for greater collaboration between Instruction and Student Services to better serve students who are "very poorly prepared." Need for professional development in a variety of

areas and specific to the use of systems to monitor student progress as well as human and fiscal resources.

- o Continued outreach and coordination with high schools – staffing and COVID-19 are two presenting issues.
- o Identified overall support need/opportunities: Need for policy guidance; regional, campus, individual training and professional development; student datasets; and technology support.

Pillar 3. Stay on the Path and Practices – progress to date:

- o Counseling faculty have more consistent interaction with students. Exploring options of an “advisor” role and “student success teams.” SBVC model does not have an “advisors” classification/role.
- o Students can monitor their time to complete using Starfish to review educational plans.
- o Students connected to “Specialized Programs” are monitored closely, but students who are not connected to a special population program do not have a system in place for routine support and interventions.
- o Course Scheduling: SBVC and CHC to purchase “Coursedog” to assist with strategic course scheduling.
- o Identified overall support need/opportunities: Need disaggregated data to evaluate efficacy of practices and supports. Need for policy guidance; regional, campus, individual training and professional development; student datasets; and technology support.

Pillar 4. Ensure Learning Path and Practices – progress to date:

- o All programs of study have PLOs and all courses have SLOs and are aligned with the knowledge and skills needed for educational success and employment.
- o College SLO faculty lead and the Accreditation and Outcomes Committee provides continuous review of the outcomes and enhanced processes related to the disaggregation of the SLO data allows for a more meaningful analysis of the data.
- o Instructional departments are in the planning phases of enhancing program maps to include active learning and learning cohorts. Communities of practice being developed across all related fields to support the student experience.
- o Fall 2022 goal is for instructional departments to develop communities of practice to begin to align related course materials, assignments, and to develop term pathway projects.
- o SBVC is invested in establishing student internship opportunities within a student’s related field to help them be competitive in their career fields. The Guided Pathways Team will work to make instructional department-level connections with companies to expand its internship opportunities. Consideration of faculty reassigned time to lead student internship partnerships.
- o CTE programs currently embed internships into program of study content.
- o Identified overall support need/opportunities: Need for campus and individual training; and datasets to assess and evaluate scalability and progress.

Greater faculty representatives to the Guided Pathways Committee

[San Bernardino Valley College Disproportionate Impact](#)

To meet the *Vision for Success* goals using the Guided Pathways framework, the CCCCO monitors statewide and district/college student success metrics for the overall student population and by student group type to assess disproportionate impact. To that end, the CCCCO released five disaggregated metrics [Student Equity Plan and Disproportionate Impact \(DI\) Files](#) (DI) to each college. These datasets are **password protected by college** and accessible using [Data on Demand](#). The DI calculation, “...compares the outcome of the primary subgroups to the outcome rate of all OTHER cohort students.” As indicated these datasets are only available to the colleges and not yet published.

San Bernardino Valley College has an opportunity to review, compare, and contrast DI student datasets as prepared by the state to assess the overall student population against demographic factors that may inform planning, strategic directions and supporting actions.

Student Equity and Achievement Program: Student Equity

In 2018, the Student Equity and Achievement Program (SEA) was established and merged the Student Success and Support Program, the Basic Skills initiative, and Student Equity funding. The CCCCO noted that, “...integrating these efforts into a single program advances the goal of demolishing once and for all the achievement gaps for students from traditionally underrepresented populations.” The SEA program requires colleges to implement the Guided Pathways framework as codified in Education Code [78222](#).

The *Student Equity and Achievement Program: 2022-25 Student Equity Plan* is due to the CCCCO on November 30, 2022, and provides San Bernardino Valley College with an opportunity to further align programs and services with the *Vision for Success*, District goals, and the College’s strategic directions and supporting actions to enhance the student experience.

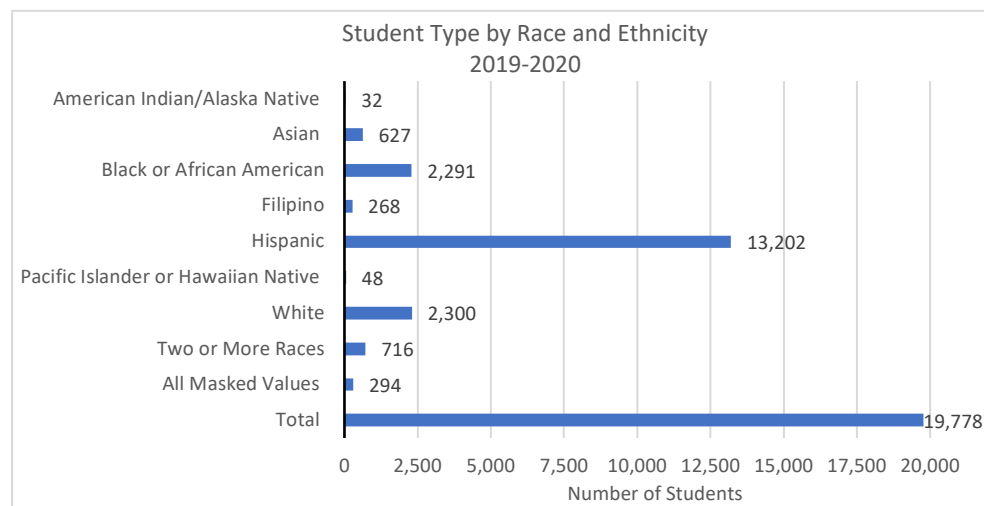
San Bernardino Valley College Student Success Metrics

A primary tenet of the *Vision for Success*, Guided Pathways, the Student Equity and Achievement Program is to address student equity and achievement gaps. To that end the CCCCO established the [LaunchBoard](#) data tool as an addition to its suite of data query systems, most notably the MIS DataMart. LaunchBoard is organized in six categories: student type, learning progress, momentum, success, employment, and earnings.

The following datasets are from the *LaunchBoard* data system specifically using the *Student Success Metrics – Race/Ethnicity* query view for the **2019-2020 academic year – the 2020-21 datasets have not been posted**. Please note that student groups with fewer than ten people are added together and displayed as “All Masked Values” and suppressed in accordance with FERPA.

CCCCO LaunchBoard Student Success Metrics by Race and Ethnicity

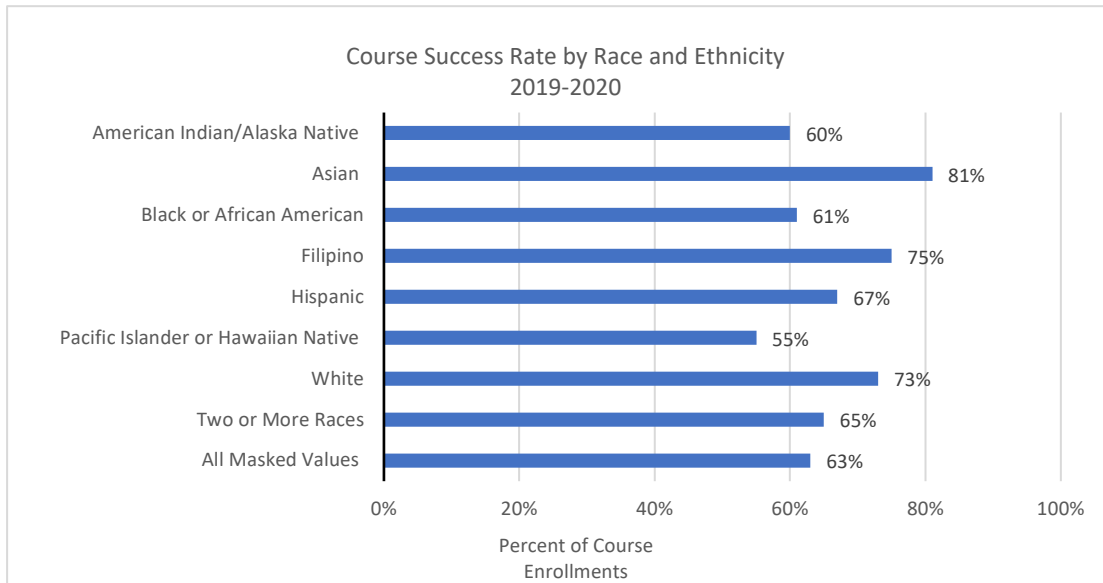
Student Type - All students who had an enrollment as a non-special admit student in at least one term of the selected year by race and ethnicity. A total of 19,778 students met the definition for the 2019-2020 academic year. The graph below shows that nearly 67% of SBVC students are Hispanic followed by White and Black African American students at 12%.



CCCCO LaunchBoard Student-Success-Metrics

Course Success Rate – The student course success rate in the selected year by race/ethnicity.

The graph shows a course success rate range of 55% to 81% with the average at 66%. Conversely, the failure course rate range is 19% to 45% among the student group types. This graph is followed by the Course Enrollment by Race and Ethnicity – Attempts/Success/Failure table which provides greater detail of course success and failure rates by student group type.



CCCCO LaunchBoard Student-Success-Metrics

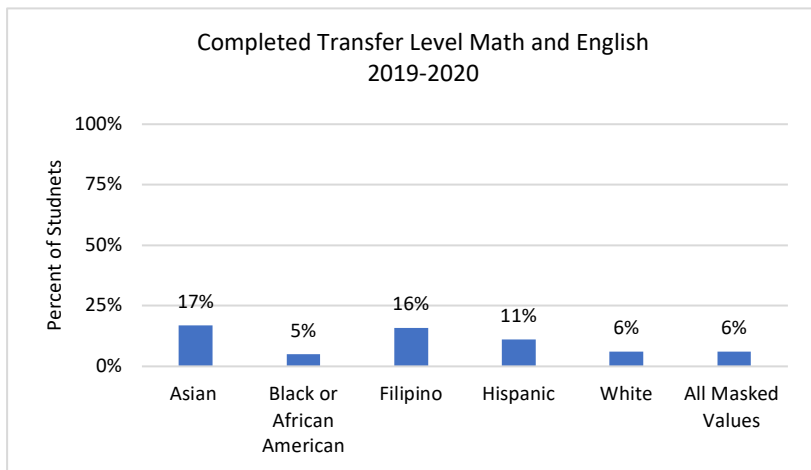
The following table provides course enrollment numbers by race and ethnicity with course success and failure rates to illustrate student course attempts for the 2019-2020 academic year.

Course Enrollment by Race and Ethnicity – Attempts/Success/Failure 2019-2020			
Student Group Type	Course Enrollments	Success	Failure
American Indian/Alaska Native	62 of 104 course enrollments	60%	40%
Asian	2,021 of 2,491 course enrollments	81%	19%
Black or African American	5,117 of 8,431 course enrollments	61%	39%
Filipino	747 of 991 course enrollments	75%	25%
Hispanic	36,137 of 53,571 course enrollments	67%	33%
Pacific Islander or Hawaiian Native	113 of 204 course enrollments	55%	45%
White	5,943 of 8,141 course enrollments	73%	27%
Two or More Races	1,834 of 2,806 course enrollments	65%	35%
All Masked Values	654 of 1,041 course enrollments	63%	37%

CCCCO LaunchBoard Student-Success-Metrics

Completed Transfer-Level Math and English – The proportion of students who completed transfer-level math and English in their first academic year of credit enrollment within the district.

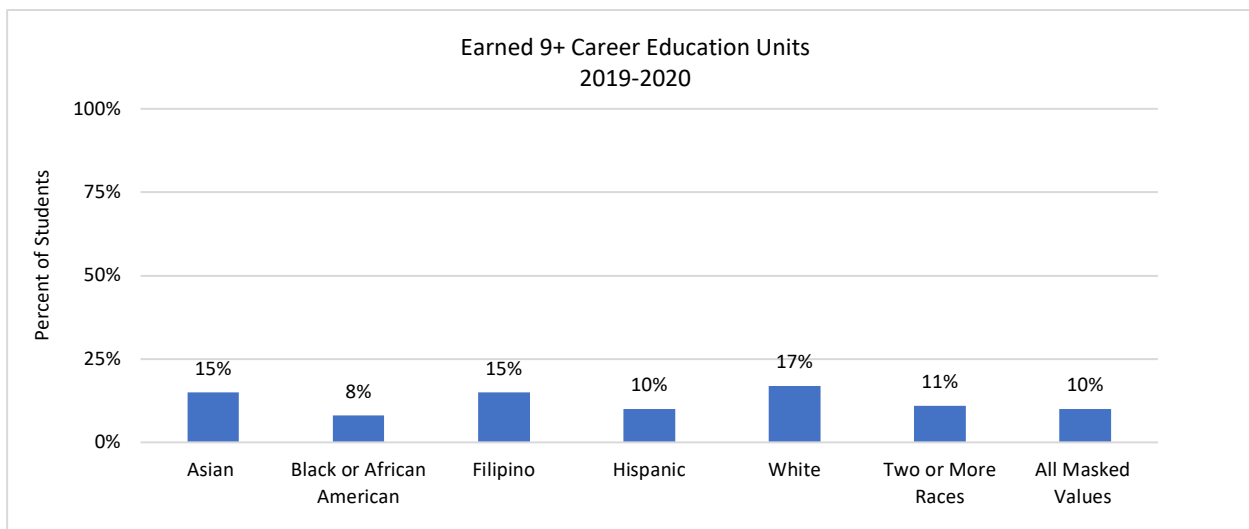
This graph shows that less than 20% of Asian, Black African American, Filipino, Hispanic, White, and All Masked Values, students completed transfer-level Math and English in their first academic year.



CCCCO LaunchBoard Student-Success-Metrics

Earned 9+ Career Education Units – The proportion of students who successfully completed nine or more career education semester units in the selected year within the district.

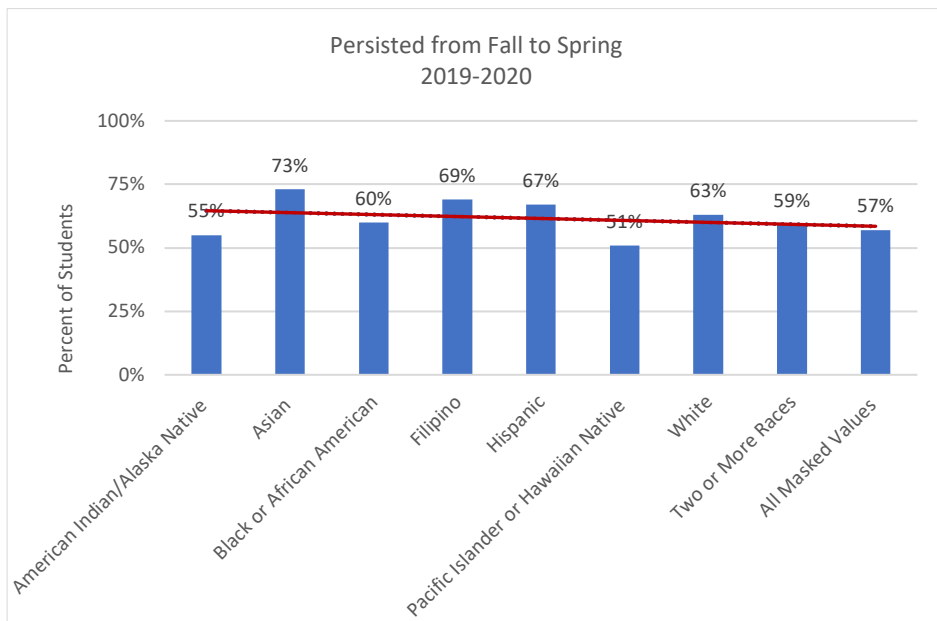
This graph shows that less than 20% of Asian, Black or African American, Filipino, Hispanic, White, Two or More Races and All Masked Values earned nine or more career education units.



CCCCO LaunchBoard Student-Success-Metrics

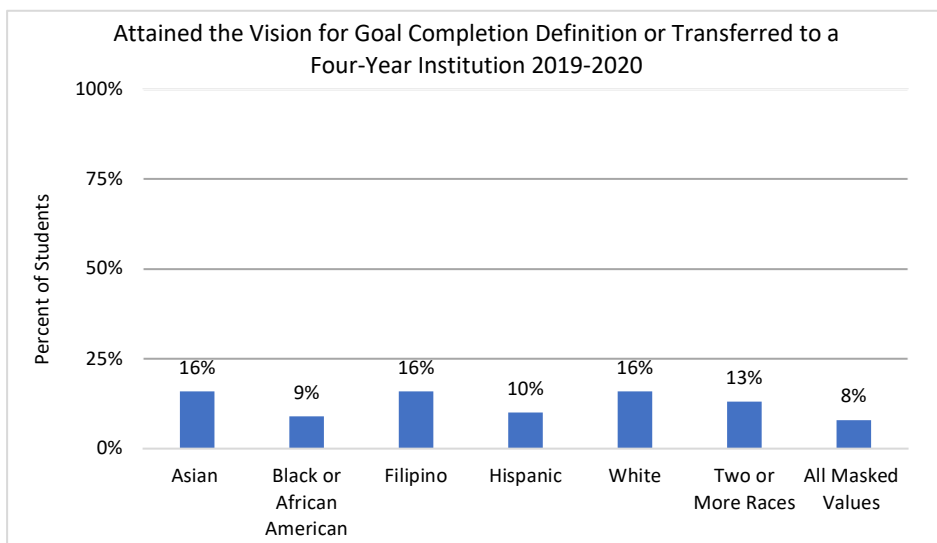
Persisted from Fall to Spring – The proportion of students who enrolled in fall and spring terms in the selected year, excluding students who completed an award or transferred to a postsecondary institution.

This graph shows that on average, 61% of students persisted from the fall 2019 to the spring 2020 term.



CCCCO LaunchBoard Student-Success-Metrics

Attained the Vision Goal Completion Definition or Transferred to a Four-Year – The graph shows the percentage of students who attained the *Vision for Success* definition of completion or who enrolled in a four-year institution in the subsequent year. The goal attainment completion rate is 9% to 16%. The Asian, Filipino and White students goal attainment rate is 16% for the 2019-20 academic year. This graph is followed by a table with a breakdown of the student numbers by student group type.



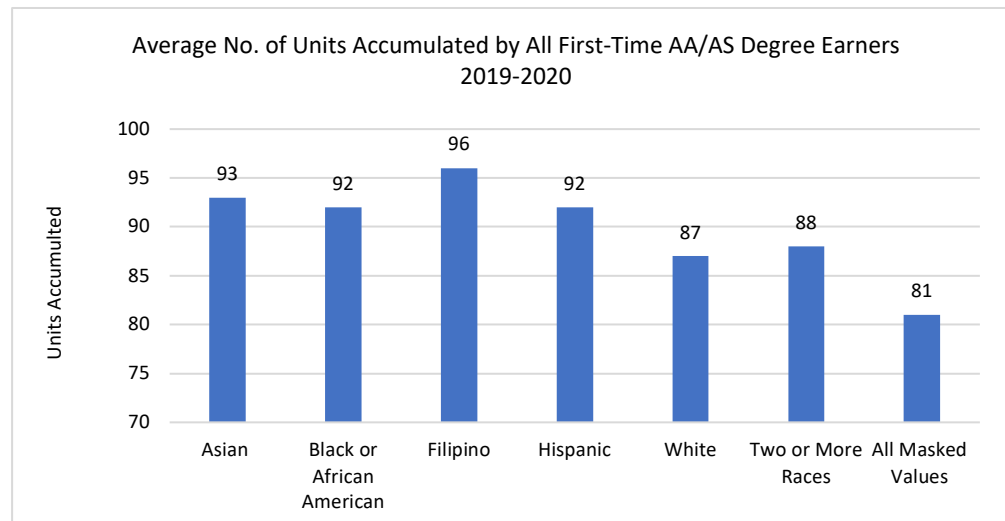
CCCCO LaunchBoard Student-Success-Metrics

Attained the Vision Goal Completion Definition or Transferred to a Four-Year – The following table provides the *number of students* who “attained the vision for goal completion definition or transferred to a four-year” for each of the student group types available.

Attained the Vision Goal Completion Definition or Transferred to a Four-Year 2019-2020	
Student Group Type	Student Count (number of students)
American Indian/Alaska Native	Less than 10 (if any, summed under all masked values)
Asian	100 of 627 students
Black or African American	206 of 2,291 students
Filipino	44 of 268 students
Hispanic	1,342 of 13,202 students
Pacific Islander or Hawaiian Native	Less than 10 (if any, summed under all masked values)
White	373 of 2,300 students
Two or More Races	91 of 716 students
All Masked Values	31 of 374 students

CCCCO LaunchBoard Student-Success-Metrics

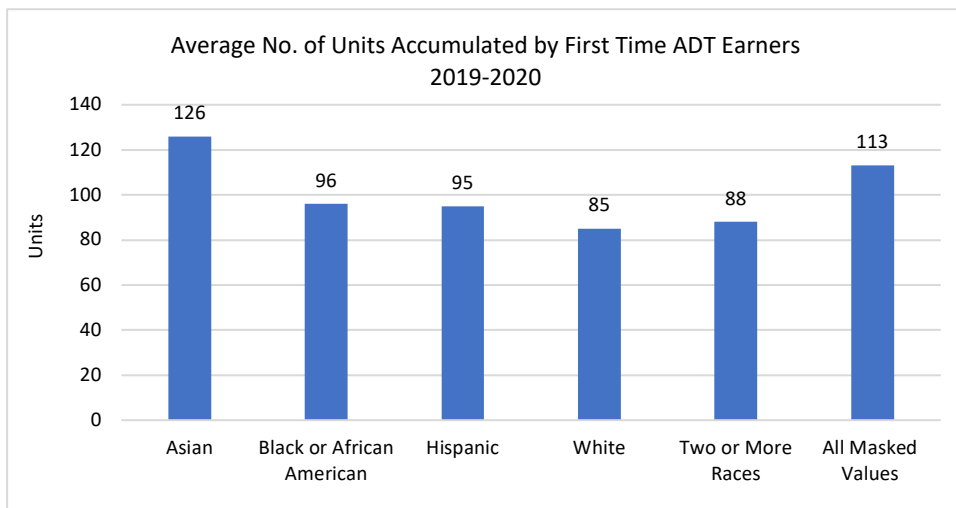
Average No. of Units Accumulated by All First Time Associate Degree Earners – This graph shows the average number of units earned by students who earned an associate degree for the first time in the 2019-20 academic year. Based on the data, students earned an average of 90 units. This is 30 units higher than an Associate Degree for Transfer and may be attributed to high-unit degrees and pre-collegiate coursework.



CCCCO LaunchBoard Student-Success-Metrics

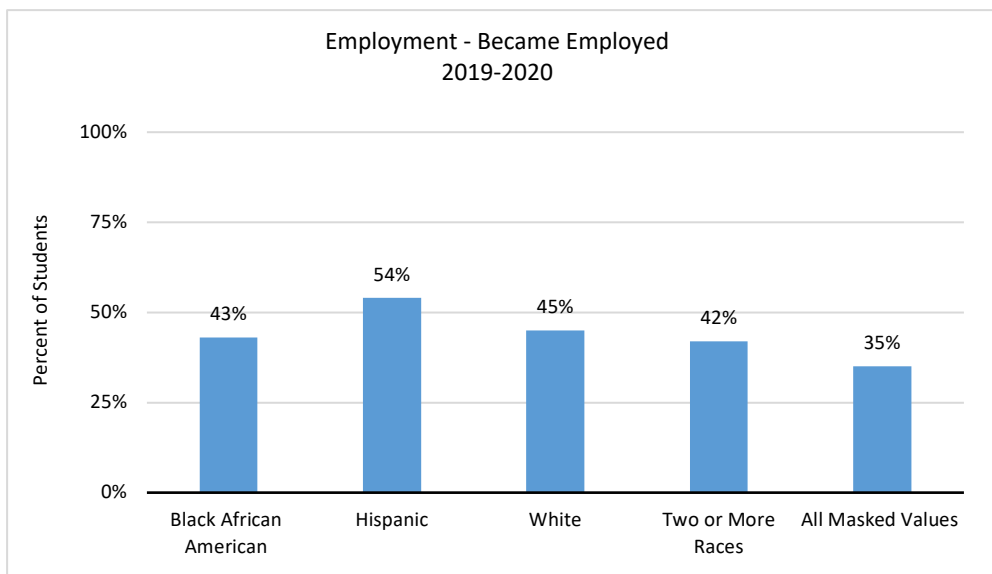
Average No. of Units Accumulated by All First Time Associate Degree Earners – This graph shows the average number of units earned by students who earned an **associate degree for transfer (ADT)** the first time in 2019-20 academic year. The ADT unit limit with a few exceptions is 60 units.

The graph shows that on average students earned 100 units in completing an ADT. ADT programs of study are 60-units total with a few exceptions for high-unit majors.



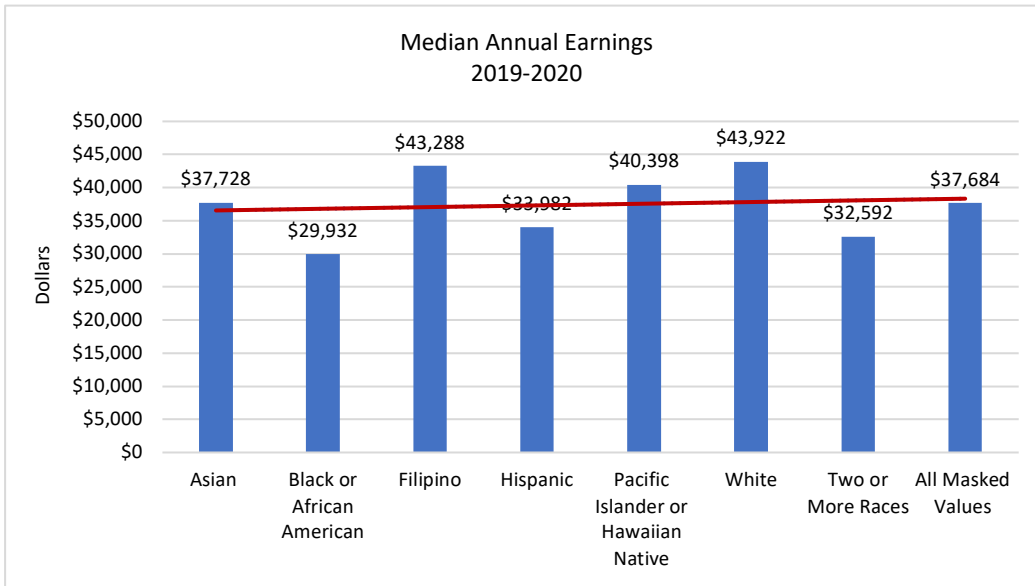
CCCCO LaunchBoard Student-Success-Metrics

Employment – Became Employed - Students who exited the community college system and did not transfer to any postsecondary institution. The graph shows the percentage of students who were unemployed and became employed after exiting college.



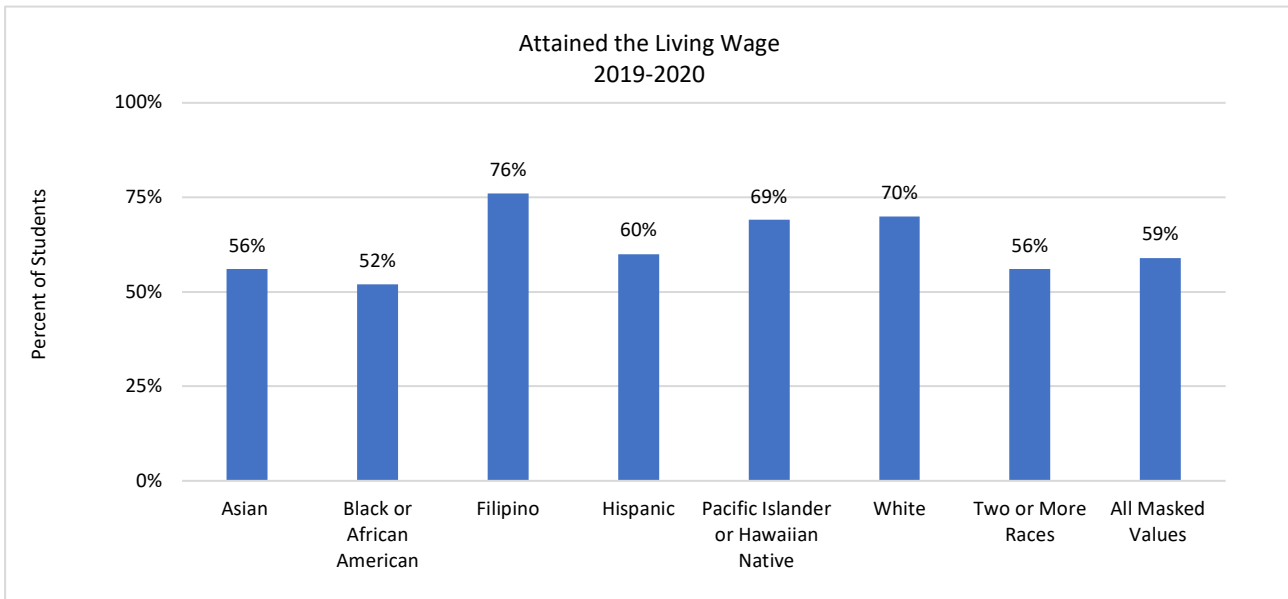
CCCCO LaunchBoard Student-Success-Metrics

Median Annual Earnings – The following graph shows the median annual earnings of students who exited the community college system and who did not transfer to any postsecondary institution. Based on the data, the average median annual earning for students who existed the college and did not transfer is \$37,684.



CCCCO LaunchBoard Student-Success-Metrics

Attained the Living Wage - Students who exited the community college system and who did not transfer to any postsecondary institution and who attained the district county living wage for a single adult measured immediately following the academic year of exit.



CCCCO LaunchBoard Student-Success-Metrics

[CCCCO LaunchBoard Student Success Metrics by Gender](#)

A review of the LaunchBoard Student Success Metrics by Gender did not reveal any discernable differences. The dataset shows a higher percentage of females (11,598) to males (8,141) are enrolled at SBVC. The data show slightly higher rates of female attain their goal within the Vision definition and transfer at a higher rate. Males continue to earn more and are more likely to earn a living wage. These data points are consistent with the overall student demographic findings for San Bernardino Valley College noted in the internal scan.

Community College Funding, Categorical Programs and Student Datasets

As noted in the *Reaffirmation of State’s Commitment to Vision for Success Goals* section, the passage of the 2022-23 State budget provides community college programs with budget augmentations and/or one-time funding opportunities to meet student needs and to support the student experience in support of meeting the *Vision for Success* goals.

San Bernardino Valley College student profile and special populations (categorical program) datasets as reported using the CCCC MIS DataMart follow.

The table below shows student enrollment for 2018-2019 and 2019-2020 academic year shows an increase of 523 students using the MIS DataMart definition.

Annual/Term Student Count Report				
San Bernardino Valley College	Annual 2018-2019		Annual 2019-2020	
	Student Count	Student Count (%)	Student Count	Student Count (%)
Student Enrollment Status Report Totals	20,388	100.00 %	20,911	100.00 %

CCCCO MIS DataMart

The table shows a nearly 14% increase in total program awards for the 2018-2019 to 2019-2020 academic year.

Program Awards Summary Report		
San Bernardino Valley College	Annual 2018-2019	Annual 2019-2020
Program Awards – Award Count Total	1,895	2,159
Associate in Science for Transfer (A.S.-T) Degree	220	275
Associate in Arts for Transfer (A.A.-T) Degree	139	203
Associate of Science (A.S.) degree	190	210
Associate of Arts (A.A.) degree	745	877
Certificate requiring 60+ semester units	6	5
Certificate requiring 30 to < 60 semester units	486	460
Certificate requiring 18 to < 30 semester units	81	
Certificate requiring 16 to fewer than 30 semester units	1	96
Certificate requiring 6 to < 18 semester units	26	30
Other Credit Award, < 6 semester units		3
Noncredit award requiring from 48 to < 96 hours	1	

CCCCO MIS DataMart

The Financial Aid Summary Report table shows that at least 60% number of SBVC students receive financial aid for the 2018-2019, and 2019-2020, academic years with over \$30M awarded to students. Conversely, approximately 40% of students are not receiving any reported financial aid assistance.

Financial Aid Summary Report					
San Bernardino Valley College		Annual 2018-19 Student Count	Annual 2018-19 Aid Amount	Annual 2019-20 Student Count	Annual 2019-20 Aid Amount
FA Summary Report Total		12,901	\$30,309,009	12,742	\$32,910,312
California College Promise Grant Total		12,552	\$9,140,154	12,344	\$8,705,255
	California College Promise - Method A-? (unknown base)	6,854	\$3,573,868	6,433	\$3,147,924
	California College Promise - Method A-1 based on TANF recipient status	3	\$4,393	1	\$736
	California College Promise - Method A-3 based on general assistance recipient status	39	\$33,707	34	\$26,519
	California College Promise - Method B based on income standards	7,594	\$5,358,928	7,052	\$4,745,467
	California College Promise - Method C based on financial need	263	\$169,258	172	\$114,115
	California College Promise (AB19) Fee Waiver			1,161	\$670,494
Grants Total		5,118	\$20,474,097	5,433	\$23,519,833
	Cal Grant B	1,097	\$1,371,458	1,307	\$2,553,998
	Cal Grant C	162	\$125,000	142	\$232,028
	CARE Grant	37	\$22,446	41	\$19,900
	Chafee Grant	25	\$92,500	28	\$107,500
	Other grant: institutional source	15	\$9,990	11	\$9,998
	Pell Grant	5,007	\$17,118,791	5,344	\$18,987,225
	SEOG (Supplemental Educational Opportunity Grant)	1,272	\$546,500	974	\$500,684
	Student Success Completion Grant (SSCG)	694	\$1,187,412	726	\$1,108,500
Loans Total		28	\$333,649	17	\$225,091
	Other loan: non-institutional source	28	\$333,649	17	\$225,091
Scholarship Total		84	\$111,494	114	\$161,265
	Scholarship: institutional source	8	\$7,951	9	\$8,570
	Scholarship: non-institutional source	77	\$103,543	105	\$152,695
Work Study Total		123	\$249,615	118	\$298,868
	Federal Work Study (FWS) (Federal share)	123	\$249,615	118	\$298,868

CCCCO MIS DataMart

The Special Population student group type table shows a 30% decline from Fall 2019 to Fall 2020 in participation rates.

Special Populations Student Head Count Summary Report				
San Bernardino Valley College		Fall 2018	Fall 2019	Fall 2020
		Head Count	Head Count	Head Count
Special Populations Student Head Count Summary Report				
	CalWORKs - California Work Opportunity & Responsibility to Kids	207	222	115
	CARE - Cooperative Agencies Resources for Education	33	30	21
	CCAP - College and Career Access Pathways			
	DSPS - Disabled Students Programs & Services	631	707	467
	EOPS - Extended Opportunity Programs & Services	639	592	440
	First Generation	7,002	7,629	6,145
	Foster Youth	87	93	76
	MCHS - Middle College High School Program	266	264	220
	MESA - Mathematics, Engineering, and Science Achievement	97	303	
	Military (Active Duty, Active Reserve, National Guard)	1	1	1
	Puente	29	32	23
	Special Admit	481	610	424
	Umoja	13	26	119
	Veteran	397	401	301
Total Head Count by Term		9,883	10,910	8,352

CCCCO MIS DataMart

This table shows the Fall 2019 and Fall 2020 Noncredit Course Sections. Offering Noncredit courses may be a source for growth as SBVC seeks to support adult education.

Noncredit Course Sections Report					
Fall 2019	Fall 2019	Fall 2019	Fall 2020	Fall 2020	Fall 2020
Non-Credit Sections Count	Non-Credit Sections FTES	Enrollment Count	Non-Credit Sections Count	Non-Credit Sections FTES	Enrollment Count
21	18.76	352	32	22.87	1,136

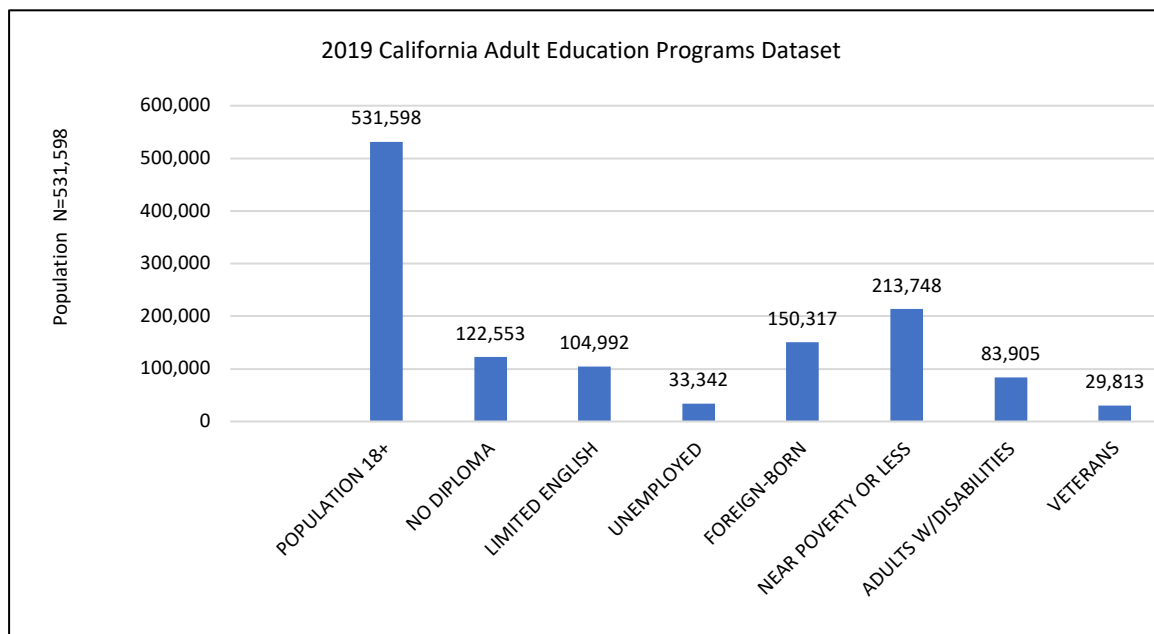
California Adult Education Programs

For nearly a decade, the Chancellor of the California Community Colleges Chancellor’s Office (CCCCO) and the California Department of Education Superintendent (CDE) have been charged with administering the Adult Education Block Grant, renamed the California Adult Education Program (CAEP), for the purpose of reimaging and designing the delivery of educational programs and student support services to meet the needs of California’s adult learners. Mandated by [AB 86](#), (2013-14), regional consortia were established across the state to support a new adult education collaborative model comprised of adult education experts with a shared commitment to supporting the needs of adult learners. The CCCC and CDE have aligned priorities through the CCCC *Vision for Success* Plan.

The Inland Adult Education Consortia (IAEC) is comprised of the Colton Joint Unified, Redlands Unified, Rialto Unified, San Bernardino CCD – Crafton Hills College and San Bernardino Valley College, San Bernardino City Unified, Yucaipa-Calimesa Joint Unified, and San Bernardino County Office of Education CAEP allocation of \$11,896,753 for the 2022-23 program year. IAEC also partners and is supported by government agencies, community-based organizations, and local businesses.

The IAEC submitted its 2022-25 IAEC Plan priorities include: High School Diploma/High School Equivalency, Basic Skills, Career and Technical Education, and English as a Second Language. While the data are not available with respect to the four priorities, the CAEP Regional Demographics are consistent with the described need for instructional services. The following CAEP Regional Demographics align

The 2019 CAEP Fact Sheet shows student demographic data for prospective students using the CAEP definition of the population size. Of the 531, 598 population, 23% or 122,553 adults have less than a high school diploma.



CCCCO CAEP

Student Profiles and Success Metrics Planning Assumptions

- o California Community Colleges are essentially mandated to meet the *Vision for Success* goals using the *Guided Pathways* framework ([EDC 88920 – 88922](#)) and Student Equity and Achievement Program ([EDC 78220 – 78222](#)), both codified in Education Code. The goals are aligned to the Student-Centered Funding Formula for purposes of bringing student success goals to the forefront of college planning and resource determinations. Continued consideration of integrated planning aligned with the *Vision for Success*, *Guided Pathways*, the *Student Equity and Achievement Program: 2022-2025 Student Equity Plan*, and the newly released agreement with the Governor’s Office “*Roadmap*” goals and the *SBCCD Strategic Plan*.

- o The CCCC guidance is for colleges to recognize the relationship among the many student-centered plans. Consideration of strategies such as student-centered scheduling based on the college's Career and Academic Pathways (student education goal) with a focus on decreasing time to completion; excess unit accumulation; improving student access and success by implementing strategies to increase the number of financial aid recipients, increase term unit load (PT to FT), improve persistence and goal completion with "just in time" student support services.
- o Pillar 1 Clarify the Path and Practices:
- o Consideration to update the SBVC website for greater consistency and guidance to students regarding SBVCs guided pathways/pathways/career fields. There are seemingly too many competing and duplicative weblinks available to seamlessly navigate the programs of study.
- o SBVC is also working to update curriculum management systems and the website to host the program maps.
- o Pillar 2 Get on the Path Pillar and Practices:
- o Need disaggregated datasets on student placement into transfer-level math and English, success rate reports in these courses to guide the Guided Pathways committee.
- o Assess the effectiveness of the co-requisite model and the use of the English Writing Center to inform and guide scalable practices and changes to the model, if deemed warranted.
- o Ensure students are aware of "Specialized Students Services" at the initial phase of the student Matriculation process.
- o Assess instructor use of Early Alert [Starfish] to monitor student progress and interventions. What percent of the faculty are using the Early Alert system?
- o Guided Pathways: Assess the degree to which, if any, student disproportionate impact may exist within each of the six SBVC pathways. This effort may already be under review by the college.
- o SEA Plan: Access the Student Equity Plan and Disproportionate Impact Files to inform college planning and the Student Equity and Achievement Program: 2022-2025 Student Equity Plan due November 30, 2022.
- o Financial Aid: The percentage of students receiving financial aid is approximately 60% with 40% not receiving any reported financial aid.
- o Special Populations: The MIS DataMart query for Special Populations did not result in any data for programs other than those listed. A June 22, 2022, California Community College Chancellor's Office memo regarding College and Career Access Pathways (CCAP) lists San Bernardino Valley College as an active CCAP participant. It may be that for the 2019 and 2020 programs years no students enrolled. Of note, there are 21 [CCCCO MIS Special Population](#) data elements – some elements complement an existing data element and others are multi-part. For further information, review the *CCCCO MIS Special Population* link.
- o Adult Education: It is unclear the degree to which SBVC is leveraging the Inland Consortium Adult Education. Based on the California Adult Education Program regional demographics, the population size meeting the CAEP definition for CAEP is 531,598 of which 22%, or 122,553, individuals do not possess a high school diploma, 84.2 percent of this prospective student population speak Spanish followed by Tagalog and Vietnamese. It should be noted that "Dual Enrollment" with adult education providers also presents an opportunity to meet the needs of current and prospective students.
- o Noncredit Courses: Assess the capacity to develop noncredit courses and programs of study and align to credit programs.

External Scan

Introduction

The External Environmental Scan provides an analysis of the population living near the College. For this analysis, a geographical area was selected to represent the Colleges “service area”. This geographical area was defined as a 27-zip code region. The zip codes employed for this analysis may not perfectly follow the College’s established boundaries for its service area. The area as defined by zip codes used for this analysis should, however, fully capture the majority of the college’s student population.

Zip	City/Community	Zip	City/Community	Zip	City/Community
92313	Grand Terrace	92337	Fontana	92386	Sugarloaf
92316	Bloomington	92341	Green Valley Lake	92391	Twin Peaks
92317	Blue Jay	92352	Lake Arrowhead	92401	San Bernardino
92318	Bryn Mawr	92354	Loma Linda	92404	San Bernardino
92321	Cedar Glen	92376	Rialto	92405	San Bernardino
92322	Cedarpines Park	92377	Rialto	92407	San Bernardino
92324	Colton	92378	Rimforest	92408	San Bernardino
92325	Crestline	92382	Running Springs	92410	San Bernardino
92333	Fawnskin	92385	Skyforest	92411	San Bernardino

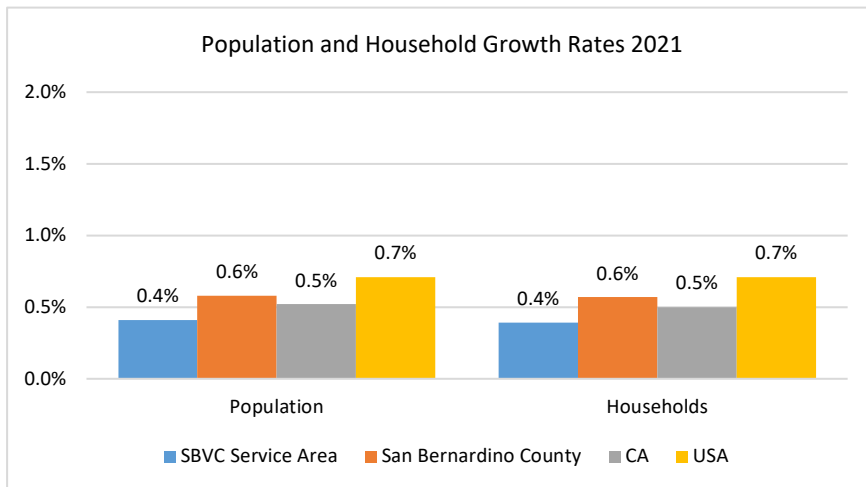
Population Characteristics

The 2021 service area population is 553,646 with 154,324 households. The average household size is 3.5 persons, larger than that of San Bernardino County (3.3 persons), the State of California (2.9 persons), and the Nation (2.6 persons). The service area population is quite young. The median age of the service area population is 31.2 years versus 33.4 years for the County, 36.6 years for the State and 38.8 years for the Nation.

Population Statistics (2021)				
	SBVC Service Area	San Bernardino County	CA	USA
Population	553,646	2,188,203	39,476,705	333,934,112
Households	154,324	656,305	13,283,432	126,470,675
Average Household Size	3.5	3.3	2.9	2.6
Median Age	31.2	33.4	36.6	38.8

Source: ESRI; analysis by CBT

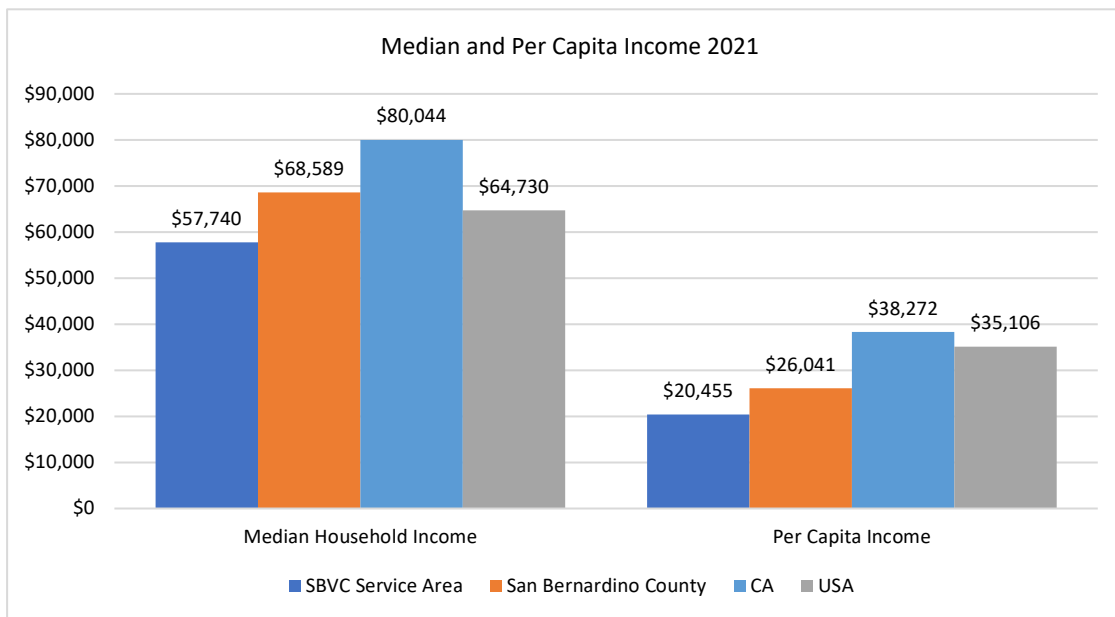
The service area population and number of households are growing at a modest 0.4% per year. Population growth in the County and the State is flat, at 0.6% and 0.5% respectively. This means that the College cannot count on population trends as a driver for future enrollment growth.



Source: ESRI; analysis by CBT

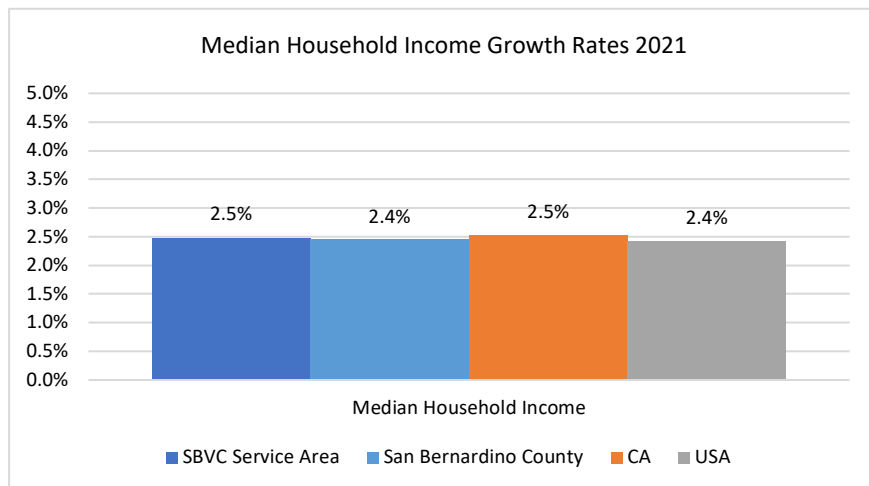
Income Profile

Median and per capita income levels in the service area are considerably lower than those in the County, the State, and the Nation.



Source: ESRI; analysis by CBT

Median income in the service area is projected to grow at 2.5% per year. Roughly the same as for the County, the State and the Nation.

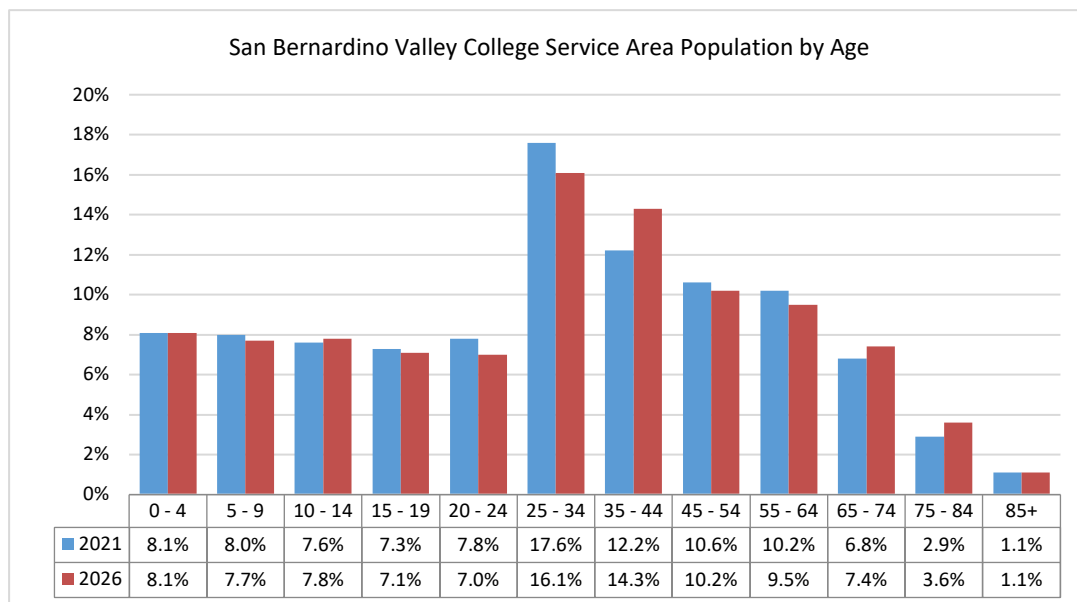


Source: ESRI; analysis by CBT

Age Profile

The age segmentation profile can help identify an important driver for enrollment growth at the College. Earlier in this analysis, the data showed that the service area population is projected to grow at 0.4% per year. More importantly for the college, is to examine projected population growth by age segment. The following chart shows the percentages of the population in each age segment for 2021 and the projection for 2026.

The data shows that the service area population aged 15-19, 20-24, and 25-34 are all projected to **decline** as a percentage of the overall population. The age segments that will grow are 10-14, 35-44 and 65 and older. This means that the College cannot count on population growth in the younger age segments to drive enrollment growth. The College will have to increase the participation rate among the younger population and/or attract more older learners.

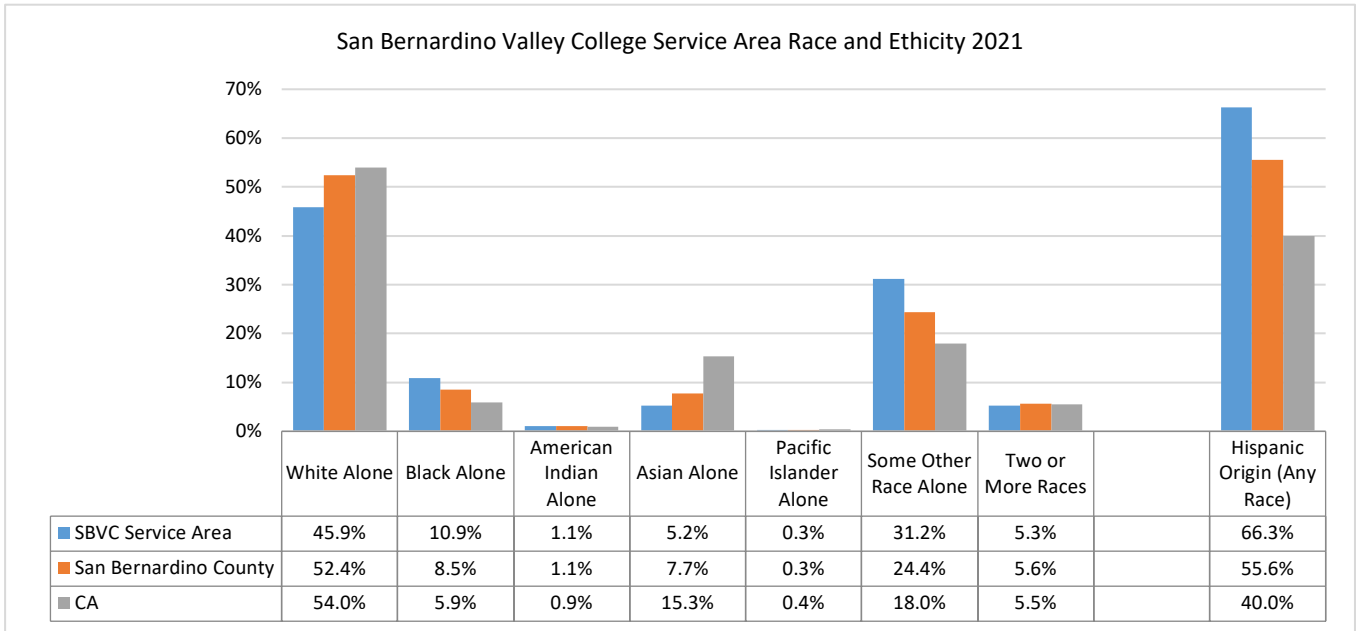


Source: ESRI; analysis by CBT

Race and Ethnicity

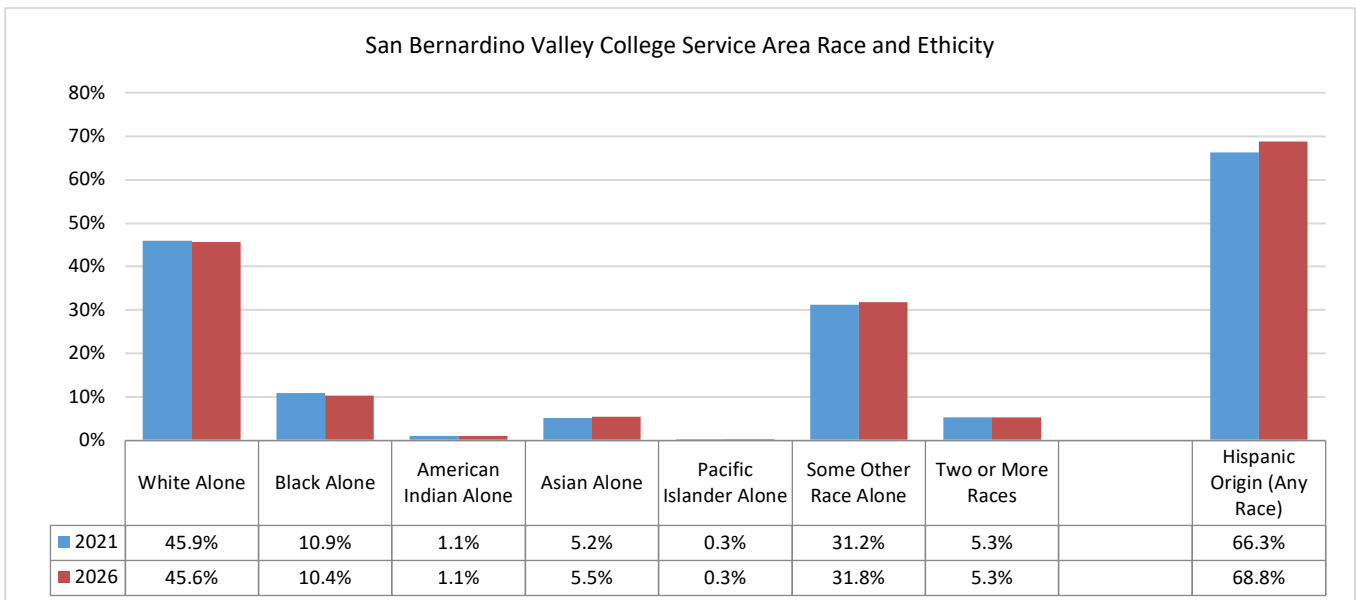
This data comes from the United States Census. The Census defines Hispanic as an “origin”. Hispanic people can be of any race(s). Therefore, a person can identify as Hispanic and White, or Hispanic and Black, etc. When looking at race and ethnicity data, the total of the first seven categories shown in the chart, adds up to 100% of the population. Then, one can consider “Hispanic Origin” data separately.

The largest group in the service area is White Alone (45.9%). The next largest groups are Some Other Race Alone (31.2%), Black alone (10.9%), two or more races (5.3%), and Asian Alone (5.2%). Two-thirds (66.3%) of the service area population is Hispanic. For comparison, the chart also shows the race and ethnicity profile of San Bernardino County and the State.



Source: ESRI; analysis by CBT

This chart shows the projected shifts in race and ethnicity over the next five years in the service area. The Hispanic population is projected to increase from 66.3% to 68.8%. The race/ethnicity profile in all of the other groups is not projected to change significantly over the next five years.

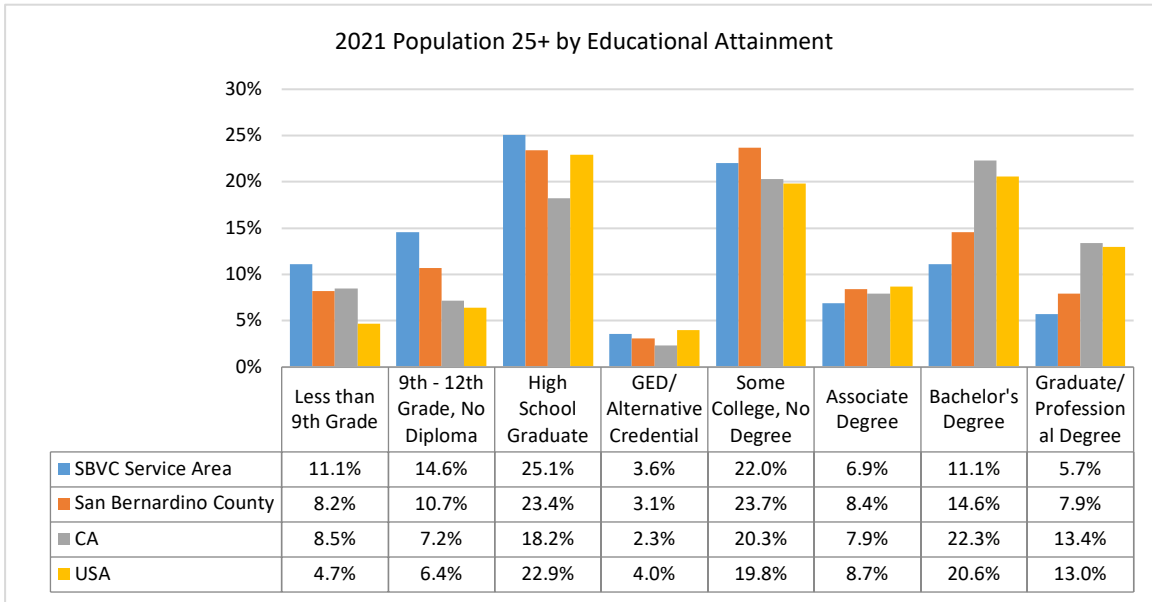


Source: ESRI; analysis by CBT

Educational Attainment

Educational attainment disaggregates the population by the highest educational attainment. For example, the chart shows that in the service area 25.1% of the population graduated from high school and has no higher educational attainment.

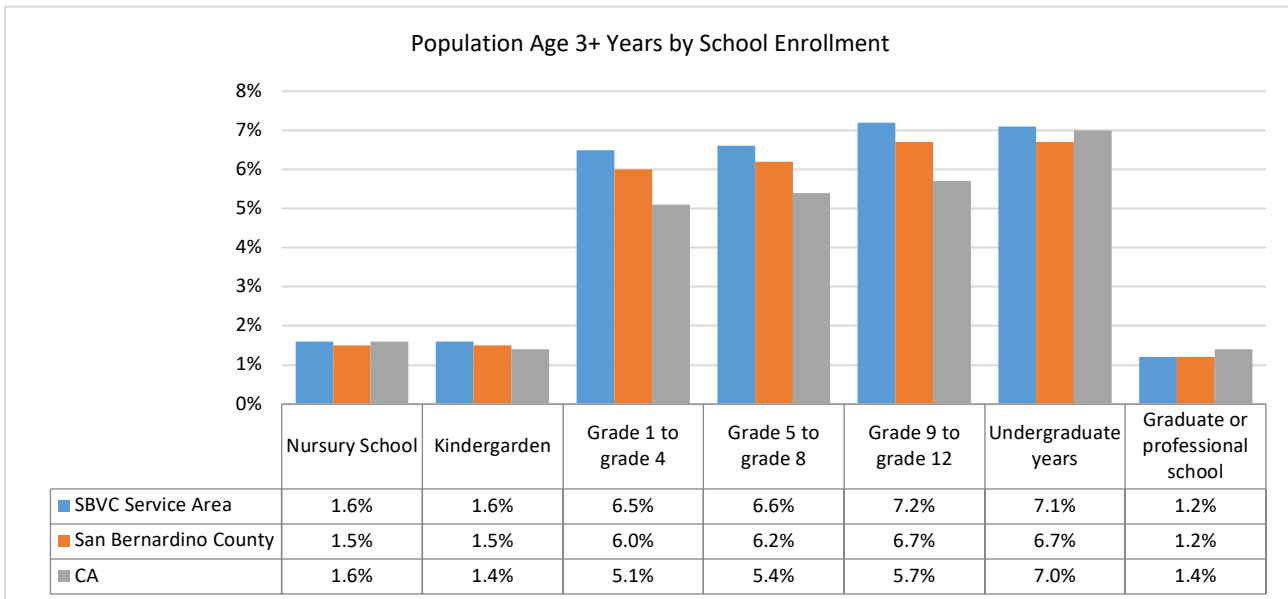
The chart shows that the service area population is less educated than that of the County. Fewer people (per capita) in the College service area hold postsecondary degrees than in the County, the State and the Nation. More than half of the service area population (54.4%) has no College experience at all. Another 22% of the service area population has some college but no degree. This presents an opportunity for the College to grow enrollments.



Source: ESRI; analysis by CBT

School Enrollment

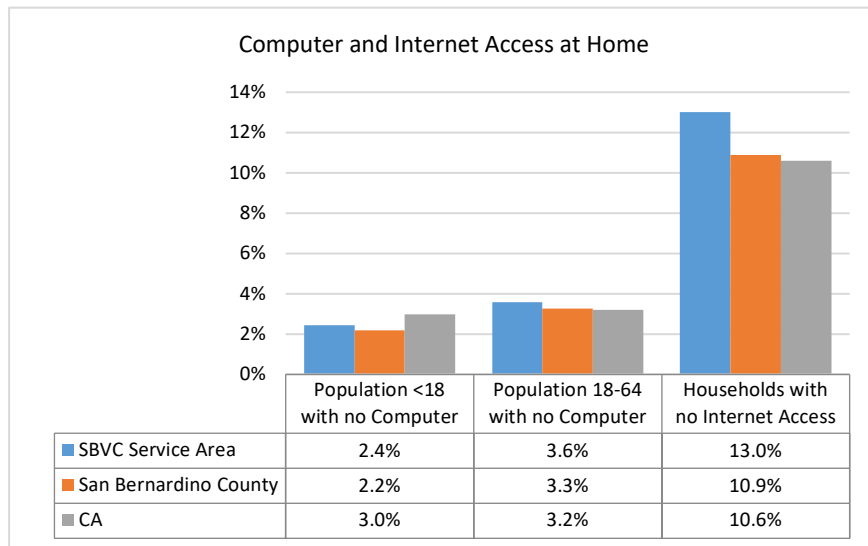
This chart shows the percentages of the population (three years of age and older) enrolled in school. The service area has a larger percentage (than the State and the County) of the population enrolled in school – any grade level. This is because, as shown earlier in this report, the median age of the service area population (31.2 years) is younger than the populations of the County (33.4 years) and the State (36.6 years).



Source: ESRI; analysis by CBT

Computer and Internet Access

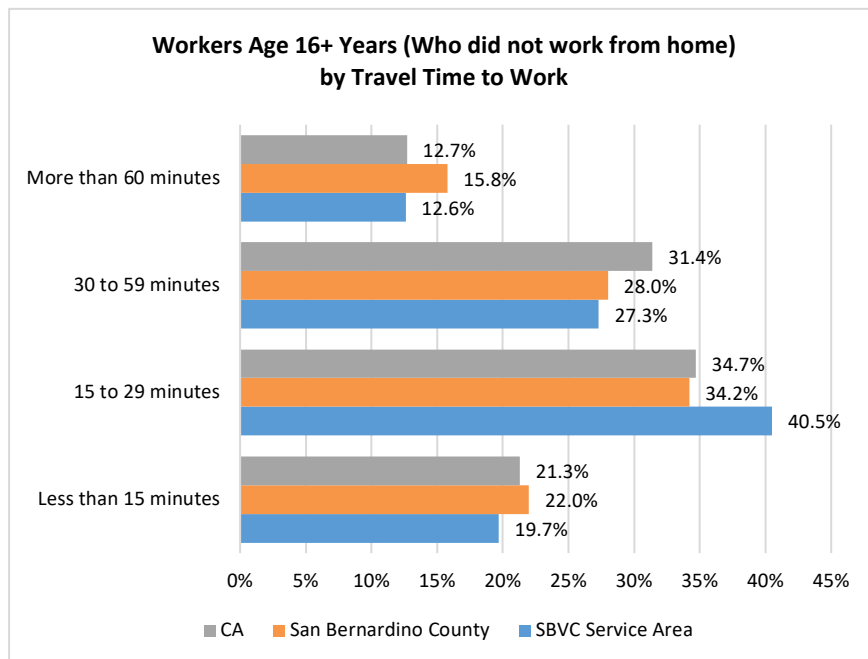
The service area population 18 years of age and older is more likely to have no computer at home than the populations of the County and the State. Households in the service area are also more likely to have no Internet access at home than households in the County and the State.



Source: ESRI; analysis by CBT

Commute Times

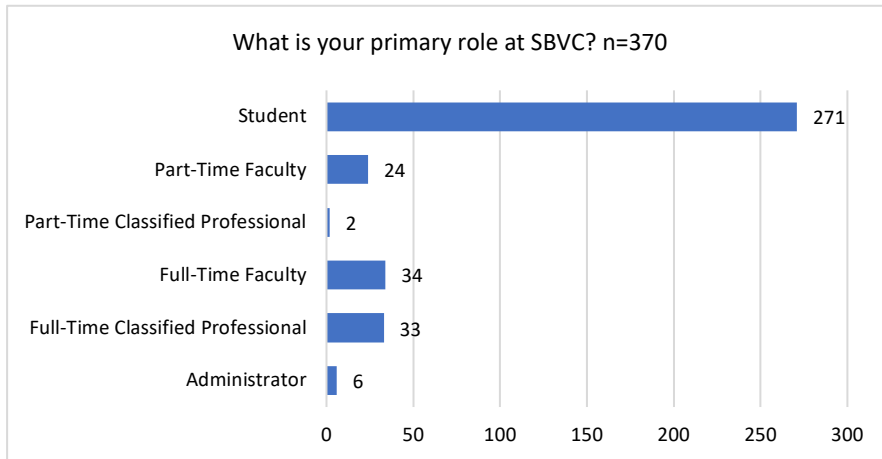
The chart shows the commute times for the 16 years and older population in the service area population, the County, and State populations. Overall, the service area population has shorter commute times than the populations of the County and the State.



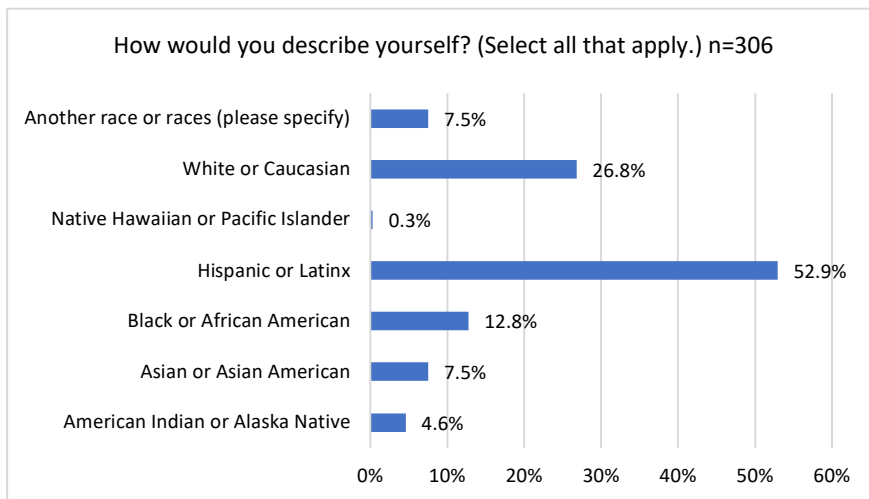
Source: ESRI; analysis by CBT

District/College Survey

A campus-wide survey was conducted during the Spring 2022 semester. The survey was sent to all staff and students at the College. There were a total of 208 respondents. Among these were 157 students, 9 part-time faculty, 22 full-time faculty, 1 part-time classified professional, 15 full-time classified professionals and 4 administrators.



The survey respondents were asked how they describe themselves. The results are shown in the following chart.



Question: What are three words that describe San Bernardino Valley College? (Please enter one word per box.)

The following word cloud shows the most common responses. The words most often mentioned by respondents are shown in larger type.

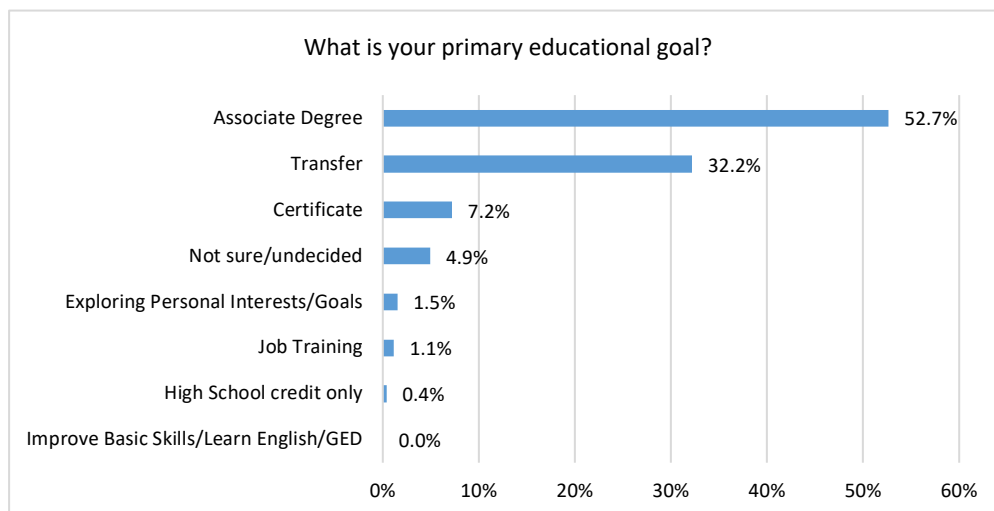


Student Questions

The following questions were asked only of students.

Question: What is your primary educational goal? n=264

Respondents were asked for their primary educational goal. Most respondents (84.9%) indicated that they were intending to earn an Associate Degree or Transfer.



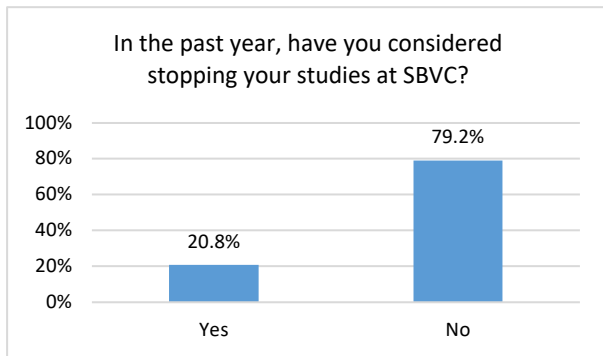
Question: How do you prefer to attend classes? (Drag the responses into your preferred order.) n=264

Students were split in their preference of how to attend classes. The table shows the numbers and percentages of respondents who ranked each choice as number 1 or 2 versus 3 or 4 in their order of preference. Two-thirds of students would like to attend classes online at their own schedule.

Students who ranked each choice as number 1 or 2		
How do you prefer to attend classes?	Ranked 1 or 2	Ranked 3 or 4
Online at my own schedule	68.6%	31.4%
Hybrid - Some sessions online and some in a physical classroom	50.8%	49.2%
Online at fixed times (instructor and students attend at the same time)	42.4%	57.6%
In a physical classroom	38.3%	61.7%

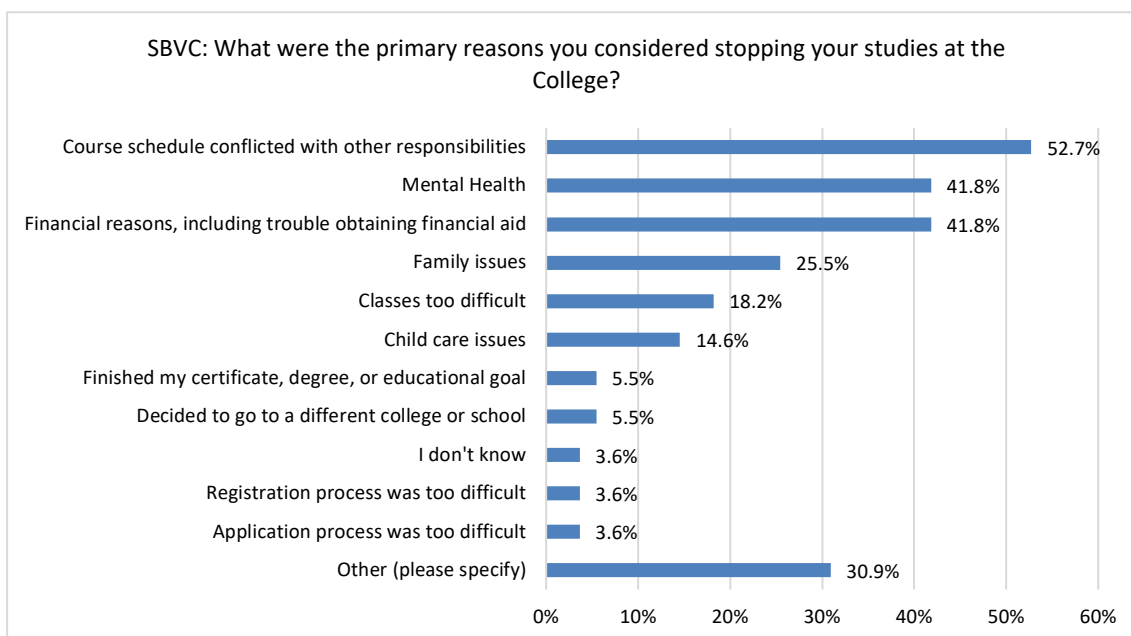
In the past year, have you considered stopping your studies at the College? n=264

Approximately one-in-five students indicated they had considered stopping their studies at the College in the past year.



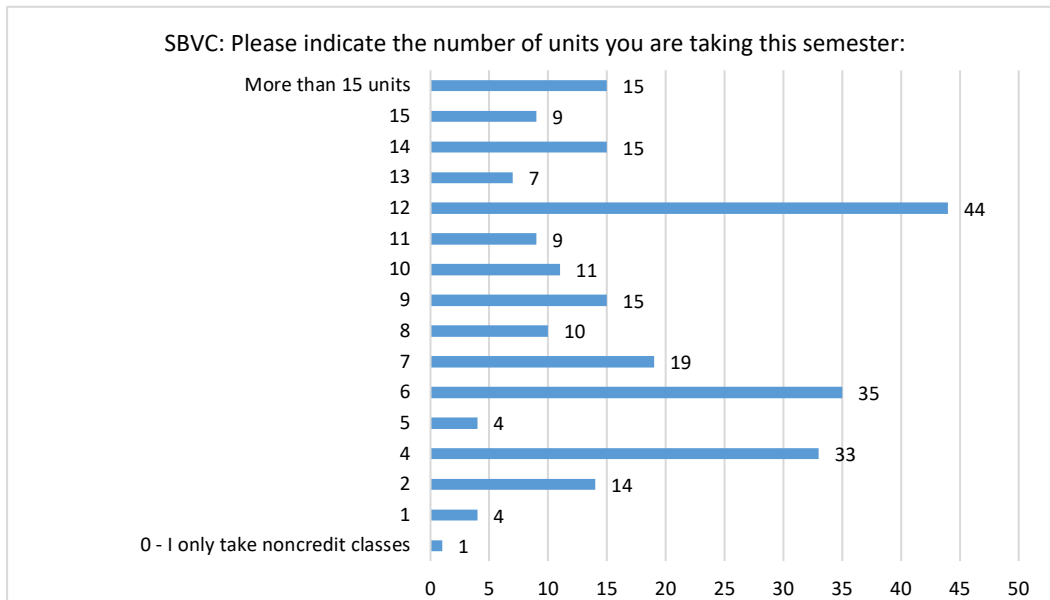
The primary reasons cited by these students are shown in the following chart.

What were the primary reasons you considered stopping your studies at the College? n=55



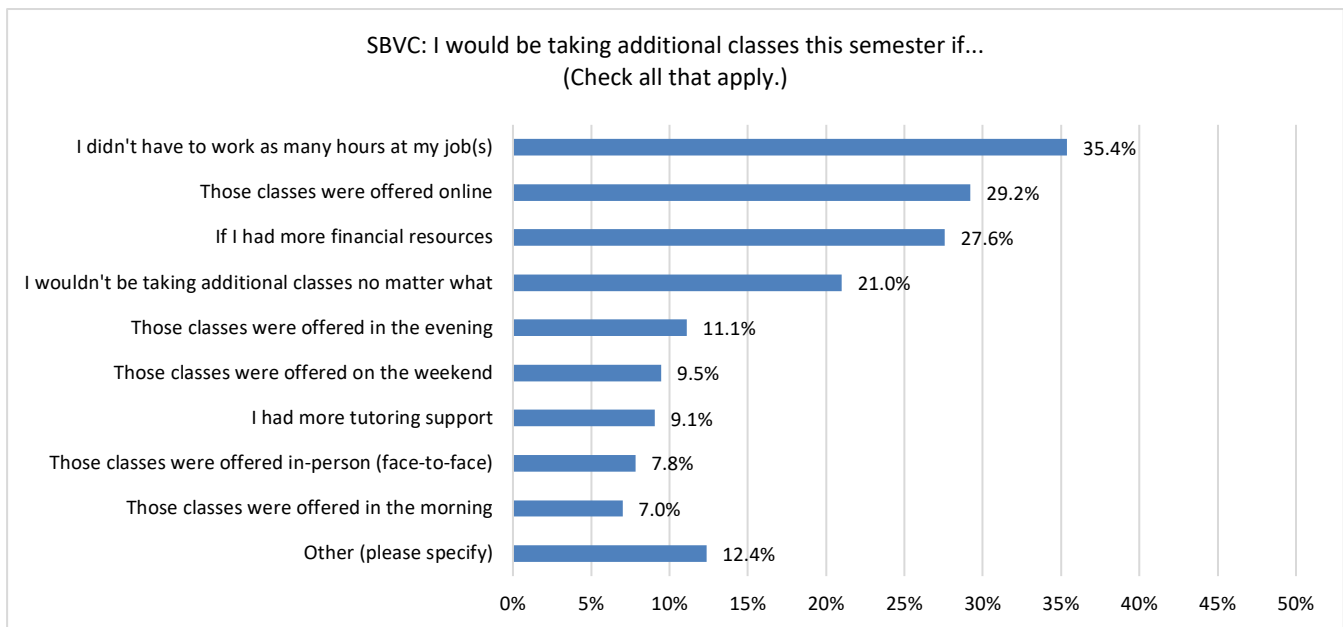
Please indicate the number of units you are taking this semester: n=245

The following chart shows the number of units student respondents are taking this semester.



I would be taking additional classes this semester if... (Check all that apply.) n=243

The most common student response (40.7%) was that they would take additional classes if they didn't have to work as many hours at their job (35.4% selected this response).

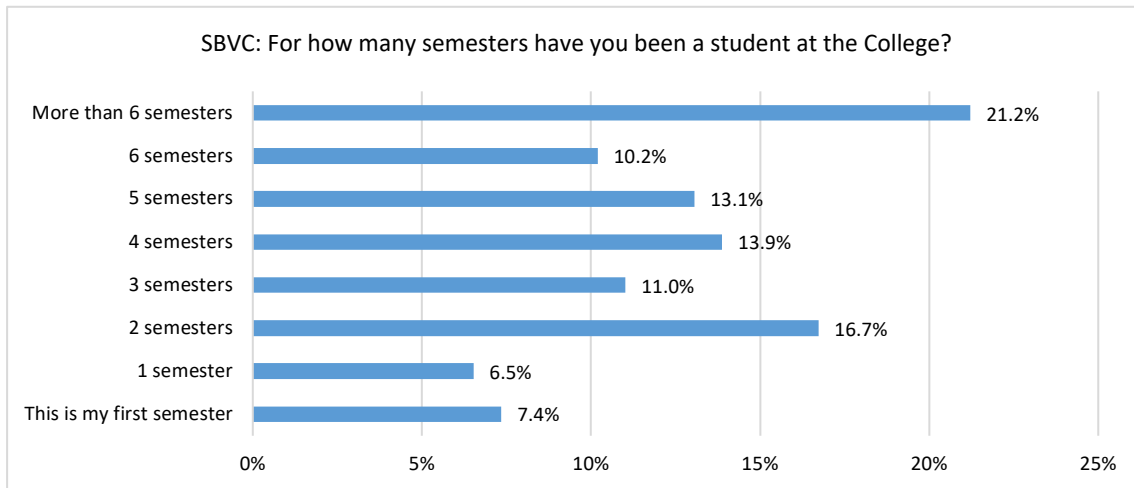


On a scale of 1 to 100, how would you rank your belief in your ability to take and pass a course? n=245

- The most common response was 100 (31%)
- The mean (average) response was 85.8
- The median response was 90

For how many semesters have you been a student at the College? n=245

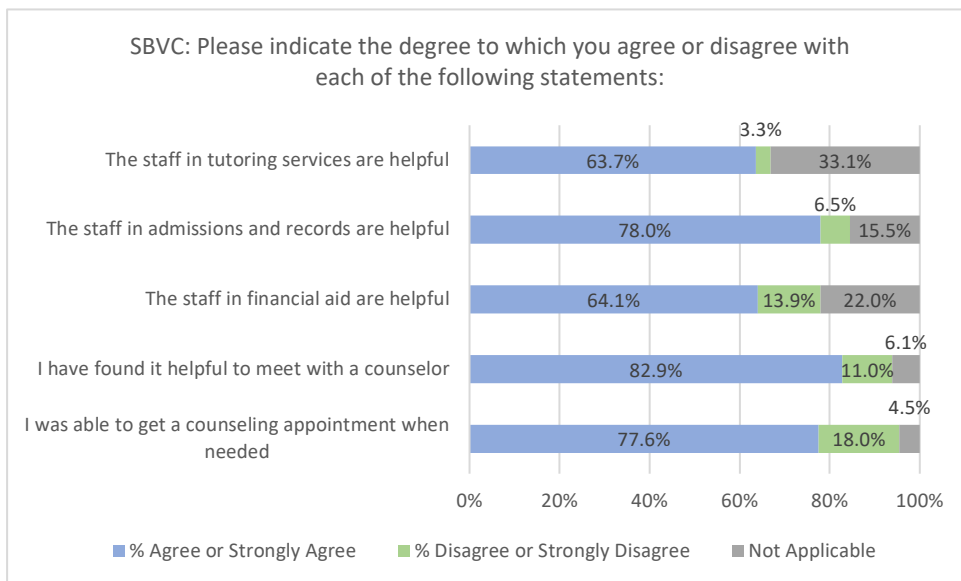
The student respondents span a wide range of time at the College.



Please indicate the degree to which you agree or disagree with each of the following statements: n=142

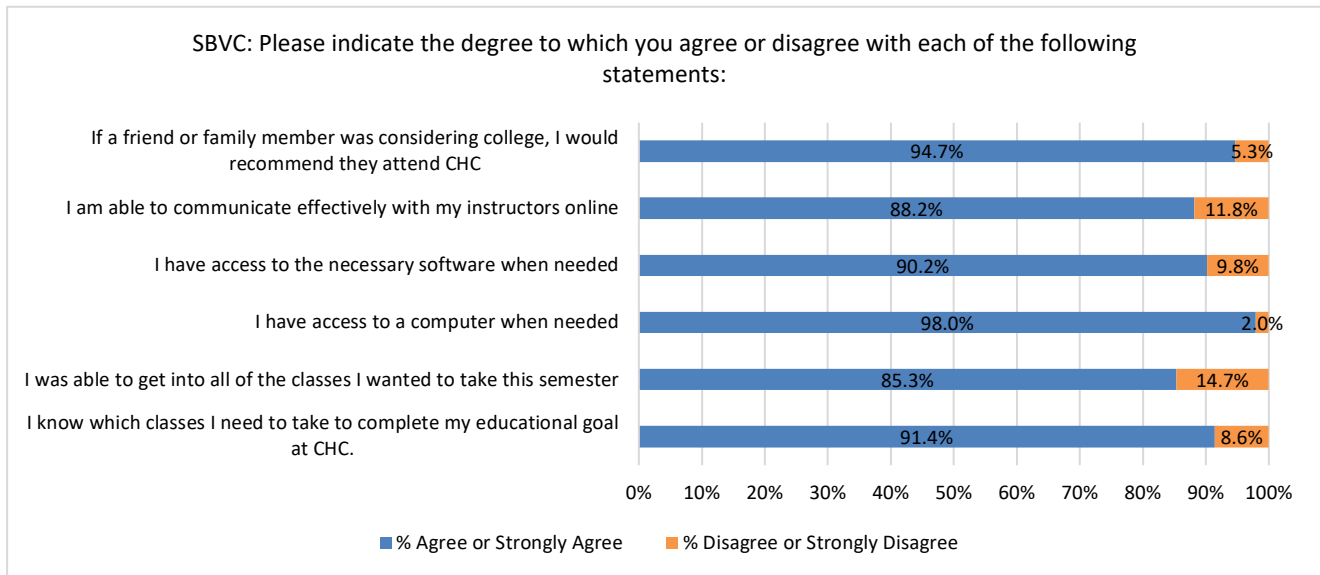
Students generally agreed with each of these five statements. The chart shows the percentages of those who agree or strongly agree, those who disagree or strongly disagree and those who replied “Not Applicable”. The lowest level of agreement was with the following statements:

- o The staff in financial aid are helpful
- o The staff in tutoring services are helpful



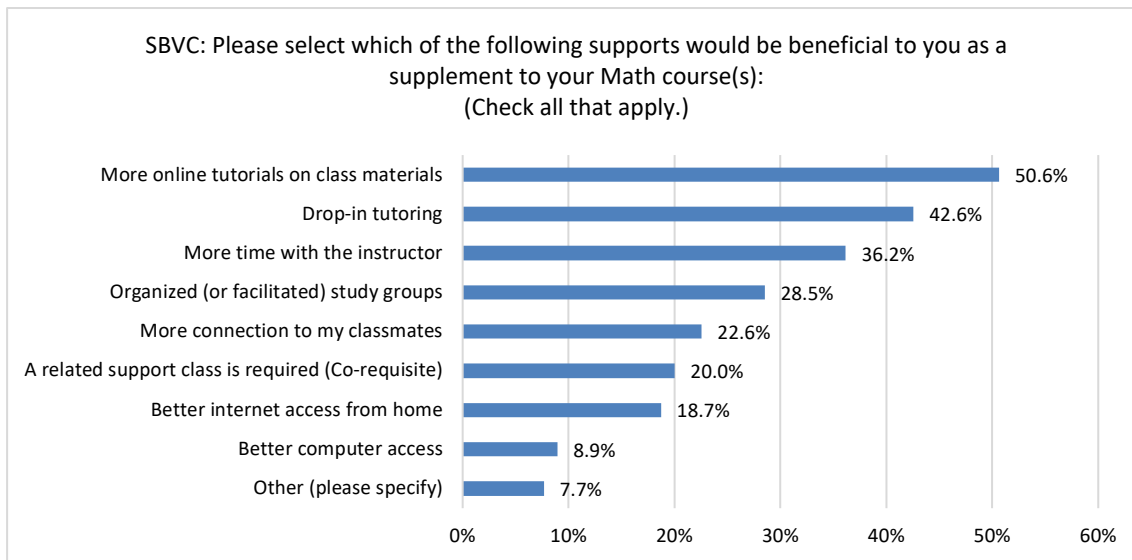
Please indicate the degree to which you agree or disagree with each of the following statements: n=245

Most respondents strongly agreed with each statement.



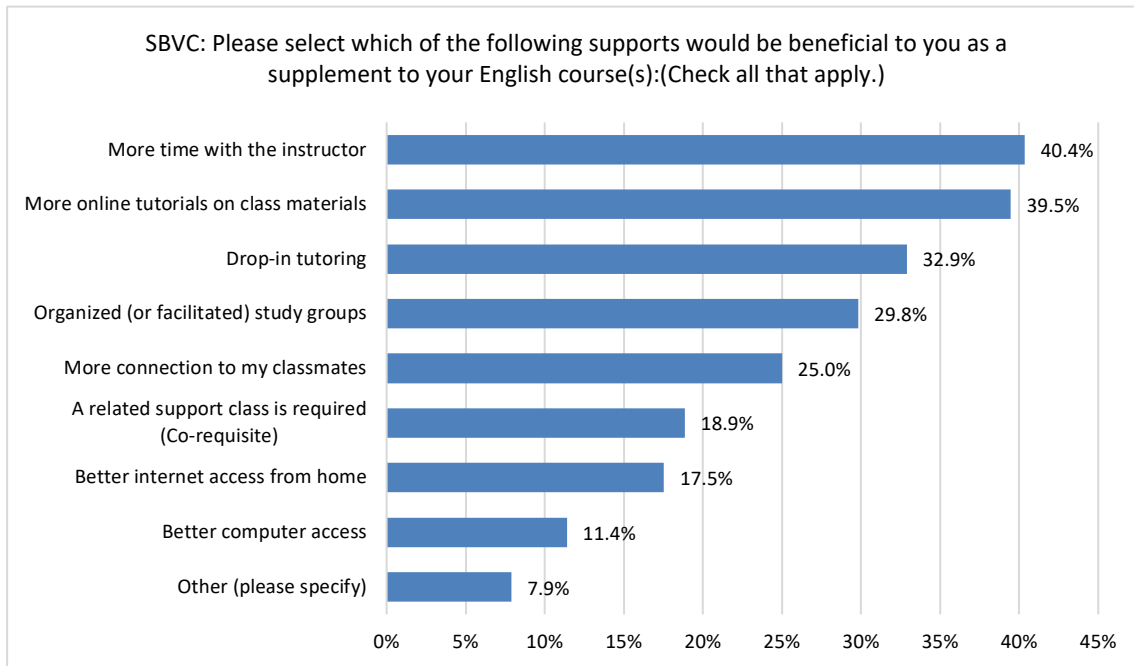
Please select which of the following supports would be beneficial to you as a supplement to your Math course(s): (Check all that apply.) n=235

The chart shows the responses in descending order.



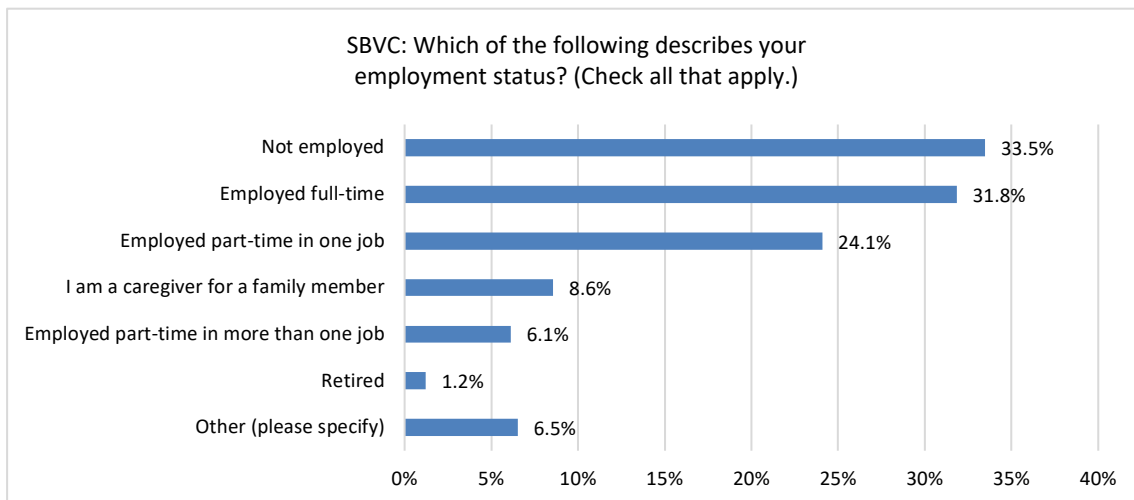
Please select which of the following supports would be beneficial to you as a supplement to your English course(s): (Check all that apply.) n=228

The chart shows the responses in descending order.



Which of the following describes your employment status?(Check all that apply.) n=245

The chart shows the responses in descending order.

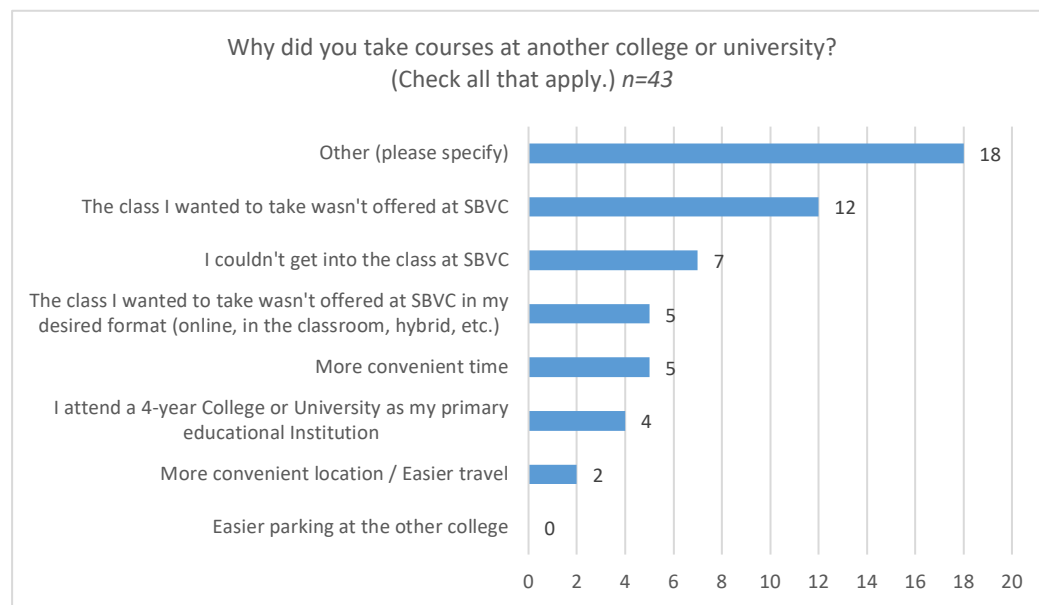


Have you taken at least one course in the past two years from another college or university? n=245

There were 245 responses to this question. Forty-seven (47) responded in the affirmative. These 47 respondents then indicated the colleges or universities at which they had taken at least one course in the past two years. Those responses follow.

SBVC: You indicated that have taken at least one course in the past two years from another college or university. At which colleges or universities did you take these courses? (Check all that apply.)	
College or University	Number
Crafton Hills College	9
Riverside City College	5
Chaffey College	5
CSU San Bernardino	2
Victor Valley College	2
Cypress Community College	2
NORCO College	2
Mount San Antonio college	2
Inland career education center	1
Ventura City College	1
UC Riverside	1
LA College	1
Pasadena City College	1
UC Davis	1
Academy of Art University	1
San Manuel Gateway College- Surgical Technology	1
Central state university & eastern gateway community college	1
North West College	1
Barstow community college	1
Total	40

These respondents were then asked, why they took courses at another college or university. Those responses follow.



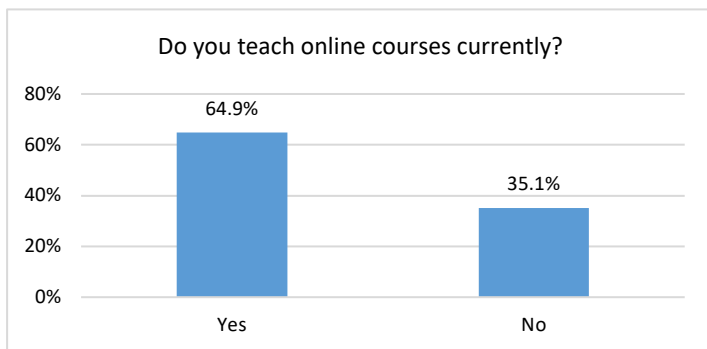
Other responses:

- o My high school teacher had the seniors apply at RCC
- o Easy registration process
- o expand my education
- o For mount San Antonio I played basketball there so I need to take classes to play. For chaffey college I was trying to get a criminal justice degree with other degree but I change my degrees several times until I wanted to go to San Bernardino valley college for pharmacy.
- o Had to move and included high schools offering dual enrollment at a certain college.
- o I didn't go to any other college
- o I have an AA and can't get more pay anywhere with it
- o I lived in Pasadena
- o I took this class to try animation during high school.
- o I transfered from chaffey because they weren't offering a program I wanted.
- o I wanted to get another Bachelor's degree.
- o I was initially enrolled at Riverside City College and registered at SBVC for classes not offered through RCC
- o I was not able to get a meeting with a counselor at SBVC to help me, build ed plan, enroll and process required documents
- o I wasn't sure how to apply to college or how to look in navigating classes
- o It was easier and faster to get into Barstow then San Bernardino Valley at the time

Faculty Questions

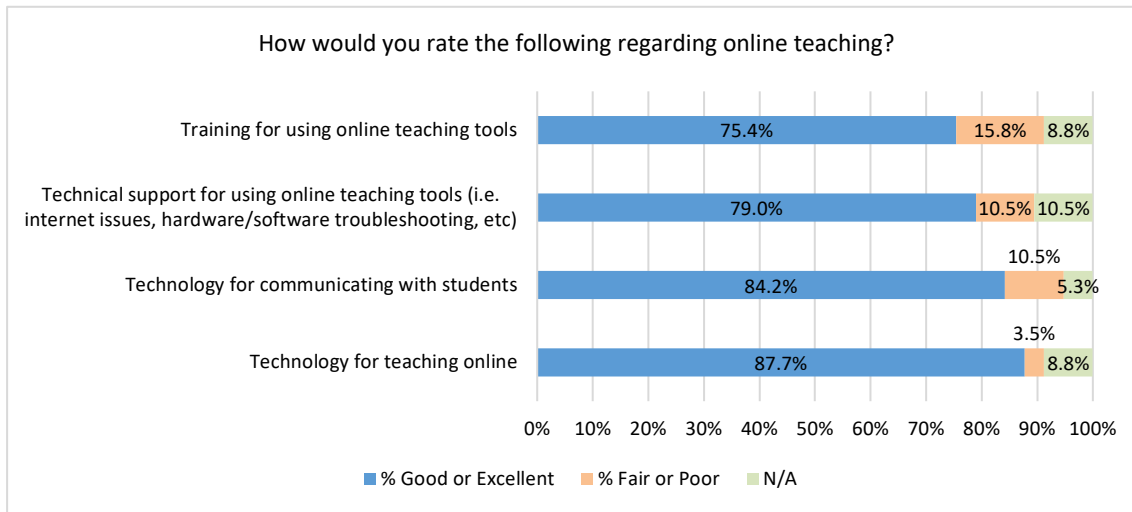
These questions were asked of full-time and part-time faculty members.

Do you teach online courses currently? n=57



How would you rate the following regarding online teaching? n=57

Faculty rated the following items positively. The mode (most frequent response) for all four items was “Good”.



All Non-student Questions

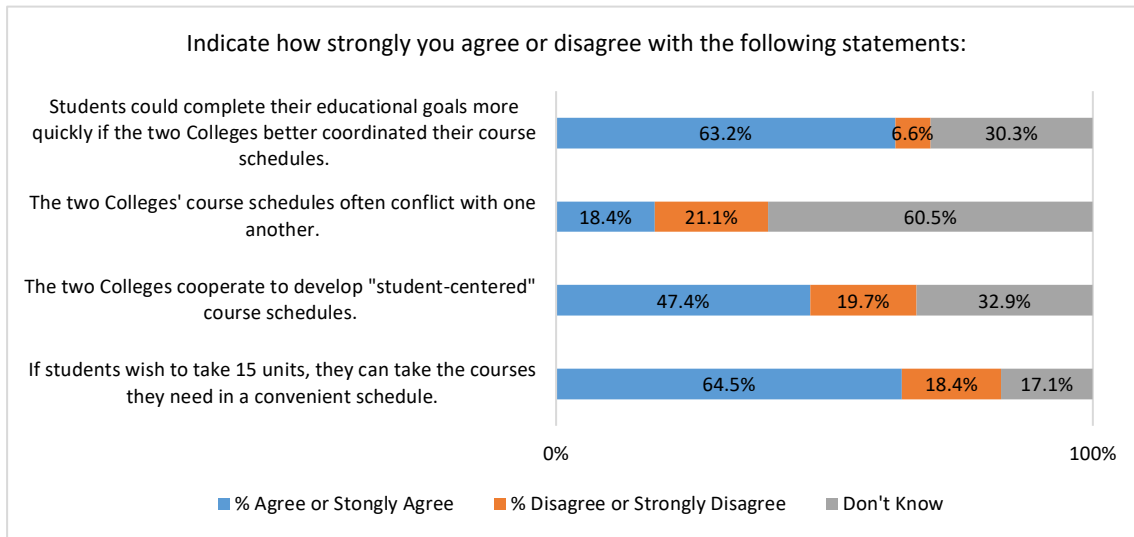
These questions were asked of all employees of the College including faculty (full and part-time), classified staff (full and part-time) and administrators.

How many years have you worked at San Bernardino Community College District? n=70

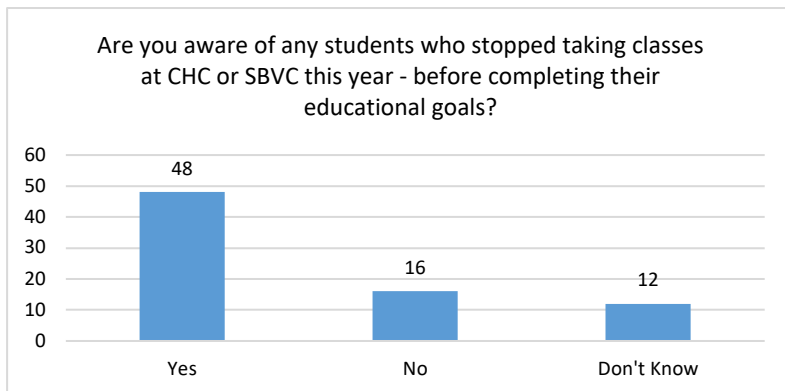
How many years have you worked at San Bernardino Community College District? n=70	
5 or Fewer Years	33
6-10 Years	10
11-15 Years	10
16-20 Years	5
More than 20 Years	12
Total	70

Indicate how strongly you agree or disagree with the following statements: n=35

Responses varied for these four statements. The following chart shows the percentages of respondents who agreed or disagreed with each statement.



Are you aware of any students who stopped taking classes at CHC or SBVC this year - before completing their educational goals? n=76

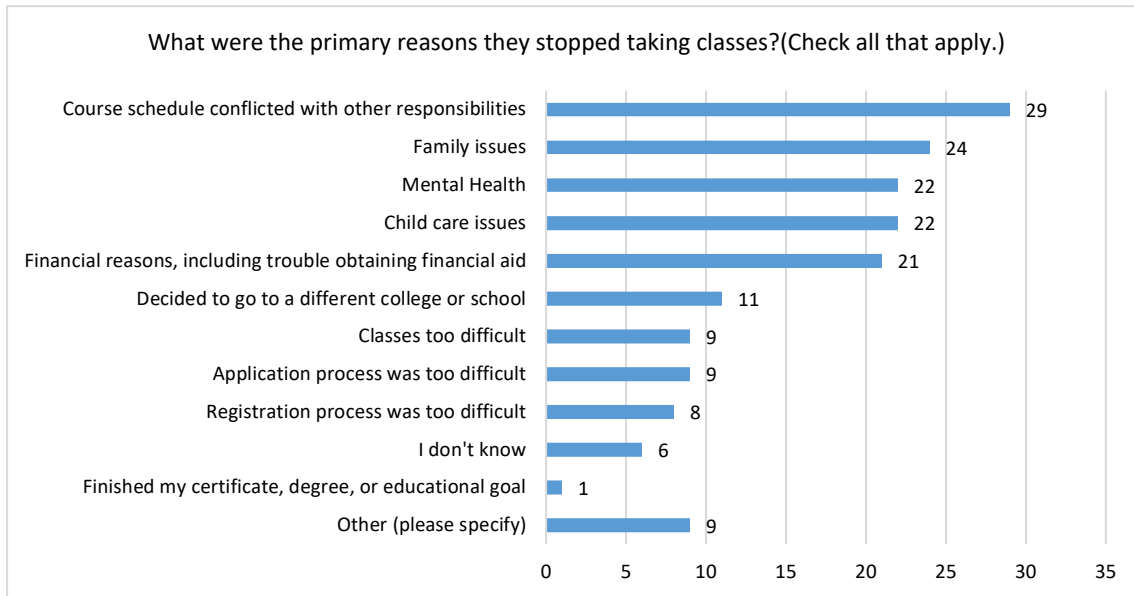


What were the primary reasons they stopped taking classes? (Check all that apply.) n=48

The 48 respondents who answered “yes” to the previous question, noted the reasons below. They were permitted to select all of the reasons that apply, therefore, the total number of responses is greater than 48.

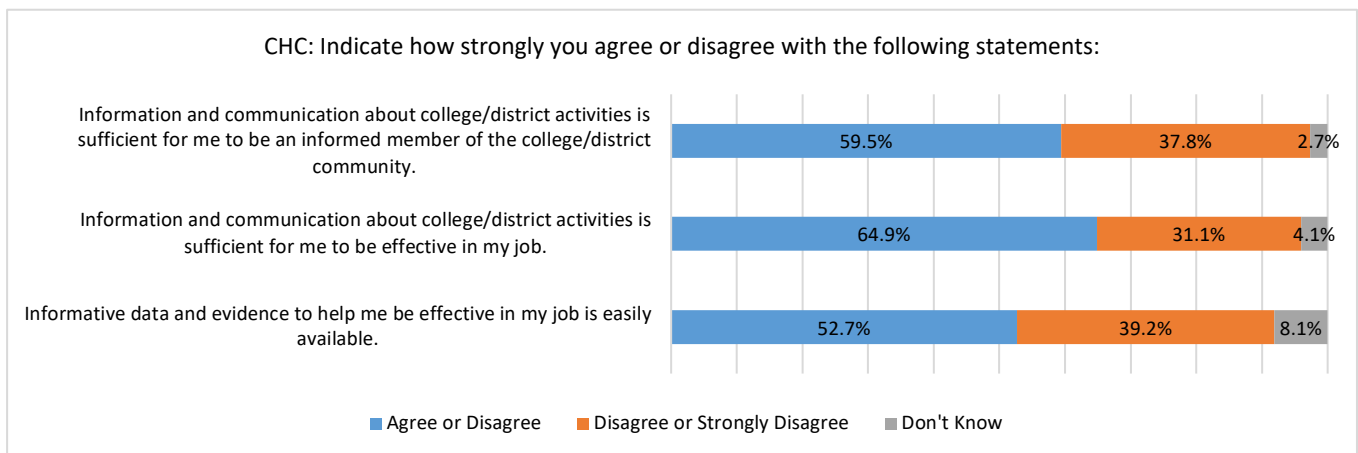
The top reasons cited by faculty, administrators, and staff, for students stopping their studies at the College were:

- o Course schedule conflicted with other responsibilities
- o Family issues
- o Mental health



Please select a response for each statement: n=74

Respondents were asked how strongly they agree with the following statements. The most frequent response to each question was “agree”.

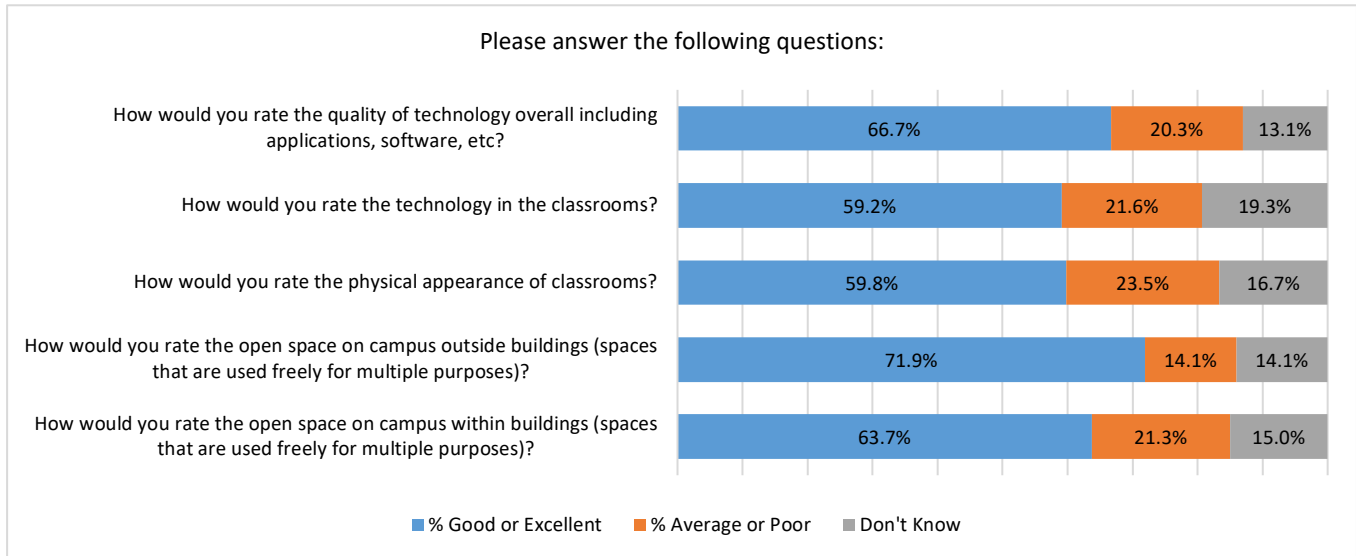


All Respondents Questions

The following questions were asked of all respondents to the survey.

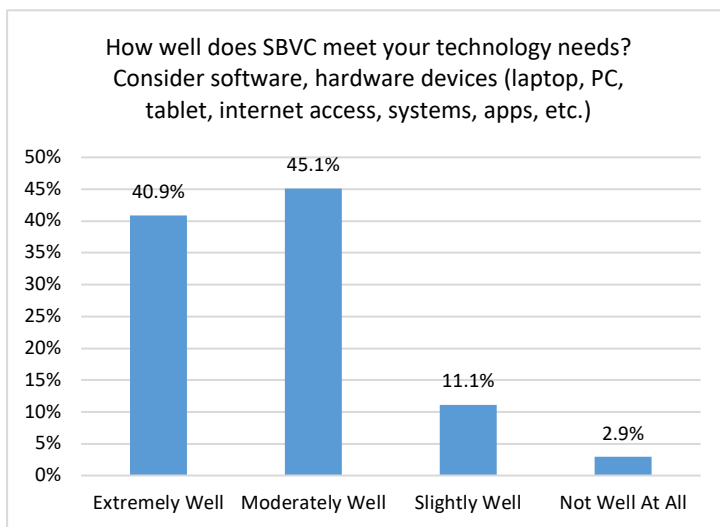
Please answer the following questions: n=165

Responses were split on these questions. The open space on campus got the most favorable (Good or Excellent) responses (72%). Classroom technology and classroom appearance received the least favorable (Average or Poor) responses (59.2 and 59.8% respectively).



How well does SBVC meet your technology needs? Consider software, hardware devices (laptop, PC, tablet, internet access, systems, apps, etc.) n=306

This question asks how well the College meets your technology needs. 86.0% of respondents indicated they are met moderately to extremely well.



Any suggestions to improve your technology needs?

(Answered: 171; Skipped: 263)

The consensus was a need for improvement in equipment, training and service. Areas mentioned were:

- o Better Wifi/internet
- o Better computers

- o Better Website
- o More Smart classrooms
- o Need for same format for all online classes
- o Better integration of Data sources
- o Easier Access to data (there is no dashboard)
- o More tech support and maintenance

For Students:

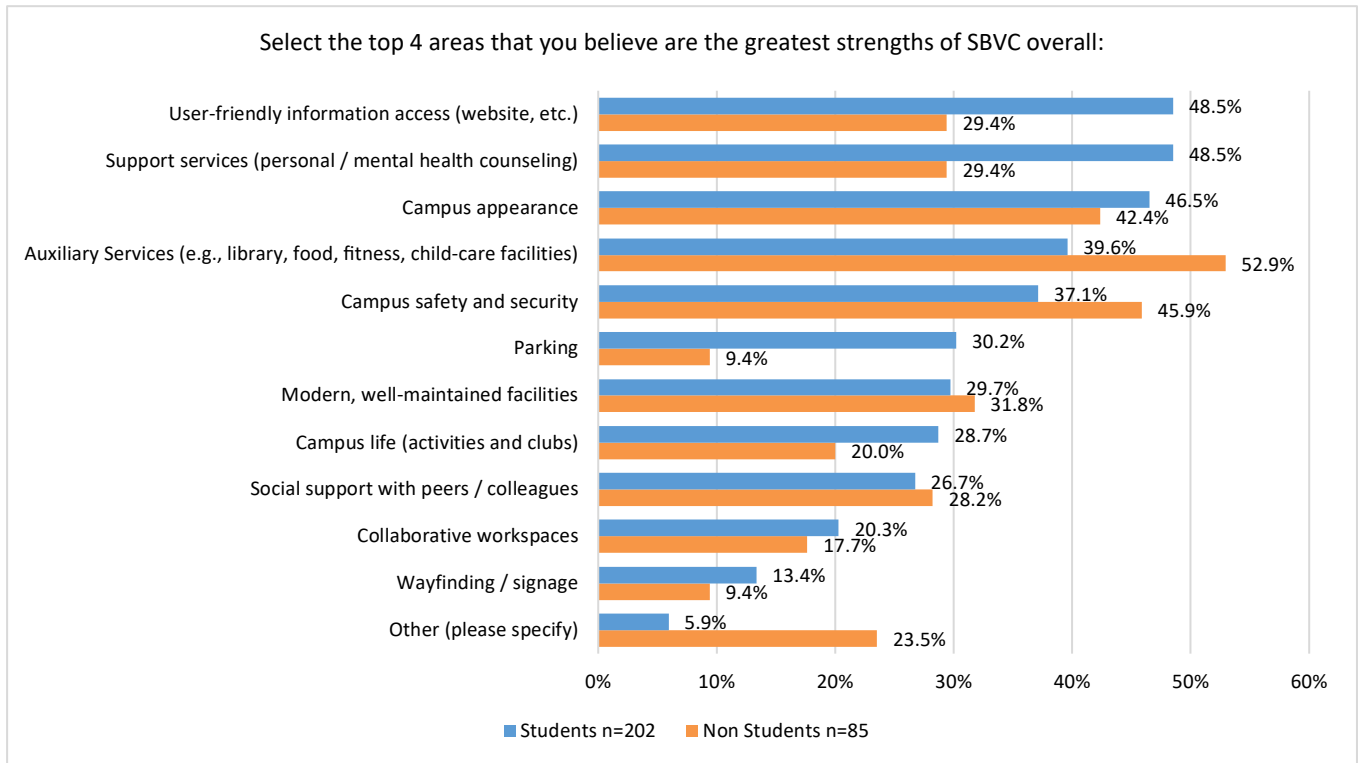
- o Easier Access
- o More HotSpots
- o Better Cell Phone Access
- o More video counseling
- o More tech support for Disabled students

Select the top 4 areas that you believe are the greatest strengths of SBVC overall:

The following chart shows the responses to this question. The blue bars show the percentage of student respondents who selected a given response. The orange bars show the percentage of non-student respondents who selected a given response. The chart is sorted in descending order of student responses.

The responses differed considerably between students and non-student respondents in several areas. The biggest differences between student and non-student (staff and faculty) perceptions were in the following areas:

	Students	Nonstudents
Parking	30.2%	9.4%
Support services (personal / mental health counseling)	48.5%	29.4%
User-friendly information access (website, etc.)	48.5%	29.4%
Auxiliary Services (e.g., library, food, fitness, child-care facilities)	39.6%	52.9%

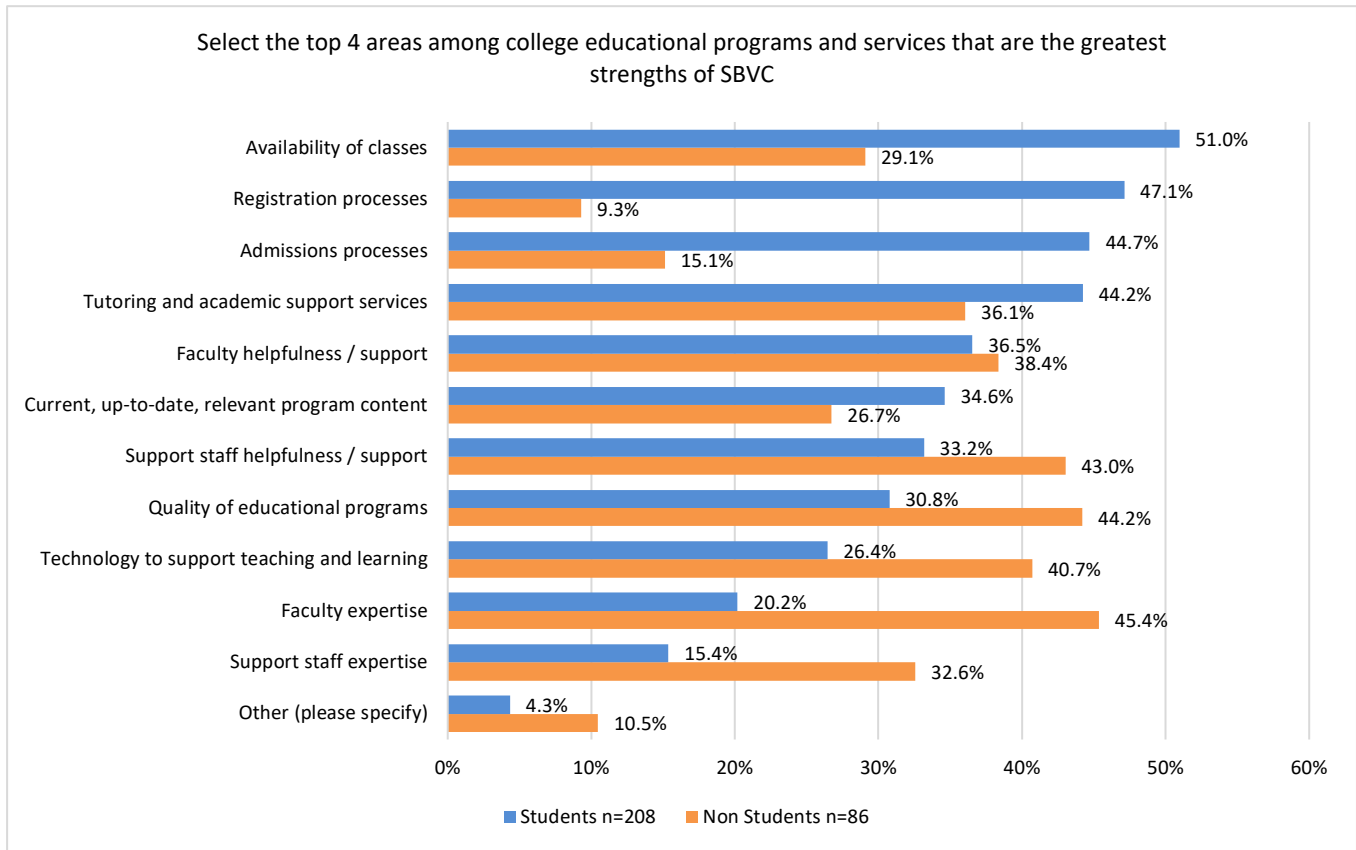


Select the top 4 areas among college educational programs and services that are the greatest strengths of SBVC:

The following chart shows the responses to this question. The blue bars show the percentage of student respondents who selected a given response. The orange bars show the percentage of non-student respondents who selected a given response. The chart is sorted in descending order of student responses. Both students and non-students ranked “Campus appearance” as the greatest strength of the College.

The responses differed considerably between students and non-student respondents in several areas. The biggest differences between student and non-student (staff and faculty) perceptions were in the following areas:

	Students	Nonstudents
Faculty expertise	20.2%	45.4%
Admissions processes	44.7%	15.1%
Registration processes	47.1%	9.3%
Availability of classes	51.0%	29.1%



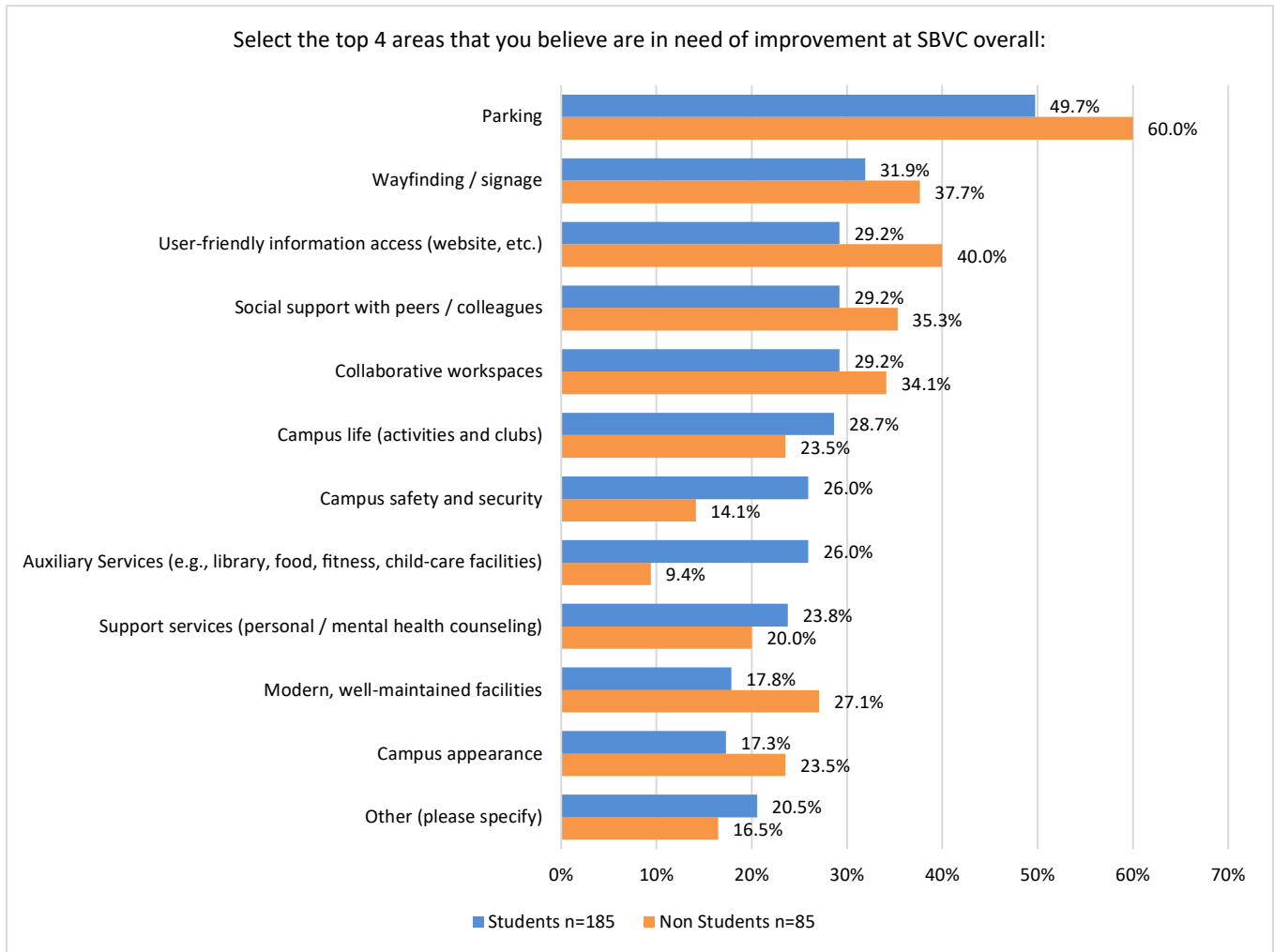
Select the top 4 areas that you believe are in need of improvement at SBVC overall:

The following chart shows the responses to this question. The blue bars show the percentage of student respondents who selected a given response. The orange bars show the percentage of non-student respondents who selected a given response. The chart is sorted in descending order of student responses. Both students and non-students ranked “Campus appearance” as the greatest strength of the College.

Students and College employees identified “Parking” as the top area needing improvement at the College.

The responses in two areas differed somewhat between students and non-student respondents. These areas were:

	Students	Nonstudents
Auxiliary Services (e.g., library, food, fitness, child-care facilities)	26.0%	9.4%
Campus safety and security	26.0%	14.1%

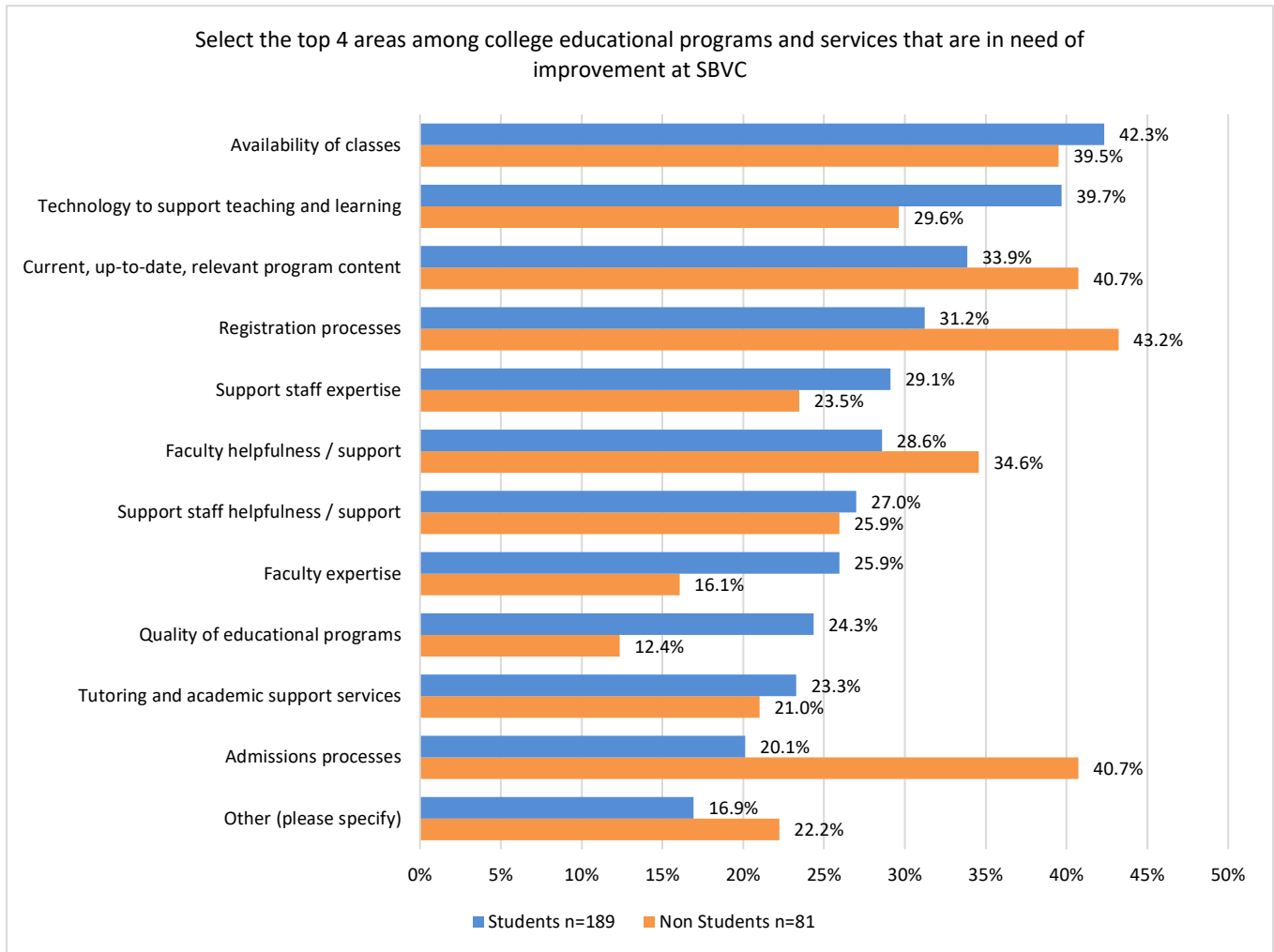


Select the top 4 areas among college educational programs and services that are in need of improvement at SBVC:

The following chart shows the responses to this question. The blue bars show the percentage of student respondents who selected a given response. The orange bars show the percentage of non-student respondents who selected a given response. The chart is sorted in descending order of student responses. Both students and non-students ranked “Campus appearance” as the greatest strength of the College.

The responses differed considerably between students and non-student respondents in several areas. The biggest differences between student and non-student (staff and faculty) perceptions were in the following areas:

	Students	Nonstudents
Admissions processes	20.1%	40.7%
Quality of educational programs	24.3%	12.4%
Registration processes	31.2%	43.2%
Technology to support teaching and learning	39.7%	29.6%



Please list any academic programs or courses that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.) n=101

There were a wide variety of diverse programs mentioned. Below are ones with at least 3 responses:

- Animation
- Cosmetology
- Engineering
- Japanese
- Photography
- Radiology

Please list any student services programs or resources that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.) n=64

- First Generation/freshman experience programs
- Immediate chat for student available on weekends and evenings
- More academic support
- More health services, including mental health, personal counseling
- Resources for special groups (LGBTQ, non-traditional students, ethnic center, women’s center, etc.)
- tutoring
- More food options

Please list any student activities that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.) n=57

- o There were a wide variety of suggestions which were clustered around expanding “student life”
- o and cultural activities such as dances, pow wows etc. Also:
- o Free Gym
- o Programs for Native Americans, non-traditional students
- o More counseling services
- o After hours and weekend support
- o Study Abroad program

Were there any questions that were not asked that you would have liked to have seen in this survey? Please elaborate. n=77

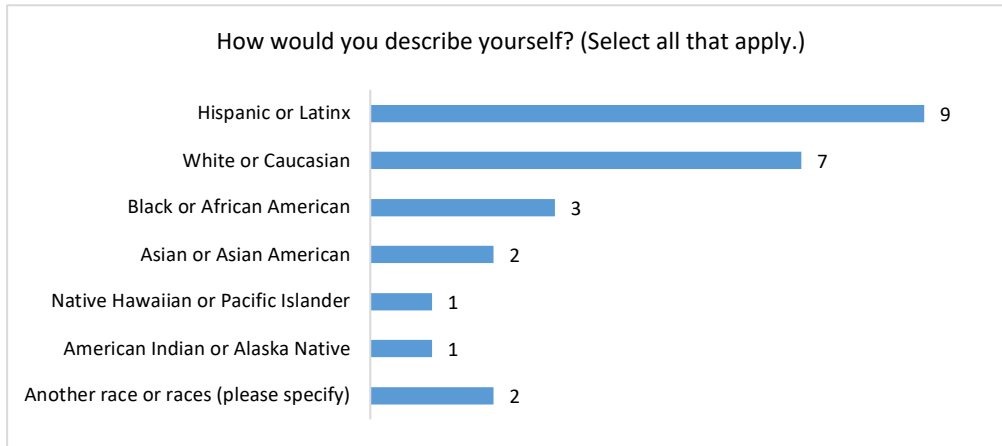
- o Orientation for new employees
- o More hires
- o Better support for faculty and staff
- o More library hours
- o Assistance with financial aid application
- o Connection to Alumni
- o Certification testing for jobs (Microsoft, Google etc.)
- o Budget transparency

District Services Office Survey Results

Overview

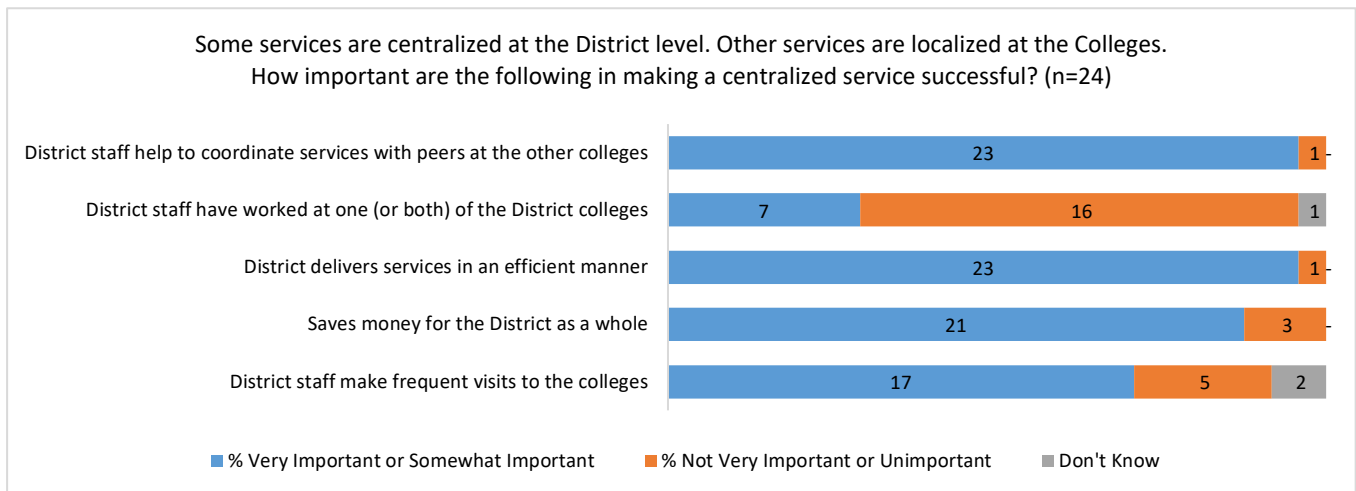
A campus-wide survey was conducted during the Spring 2022 semester. The survey was sent to all staff and students at both Colleges and the District Office. There were a total of 27 respondents who indicated that the DSO was their primary place of work.

The survey respondents were asked how they describe themselves. The results are shown in the following chart.



Some services are centralized at the District level. Other services are localized at the Colleges.

How important are the following in making a centralized service successful? (n=24)

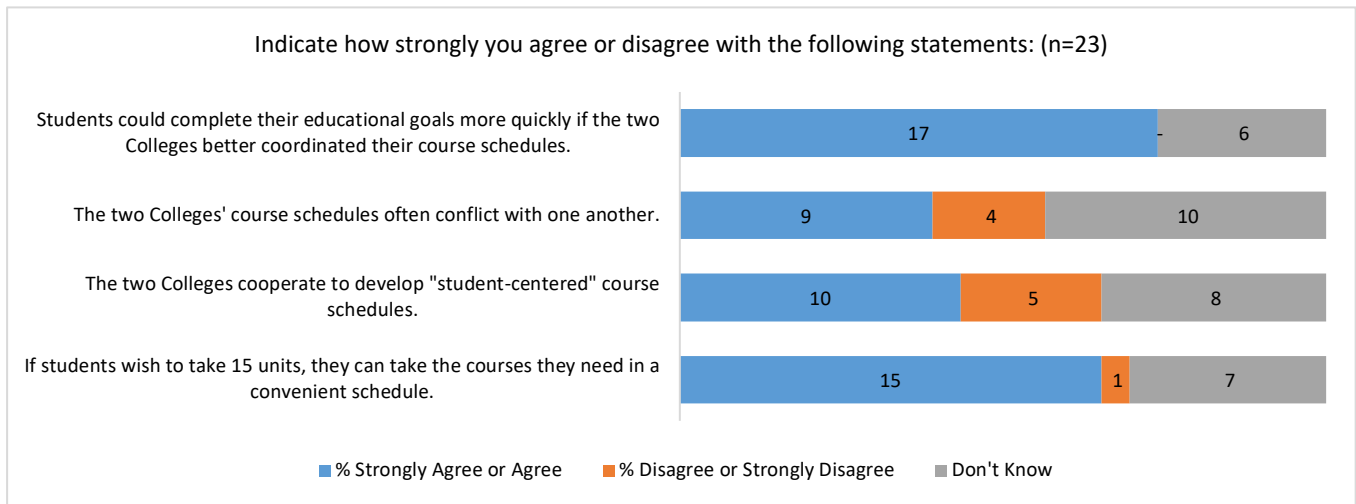


How many years have you worked at San Bernardino Community College District? (n=23)

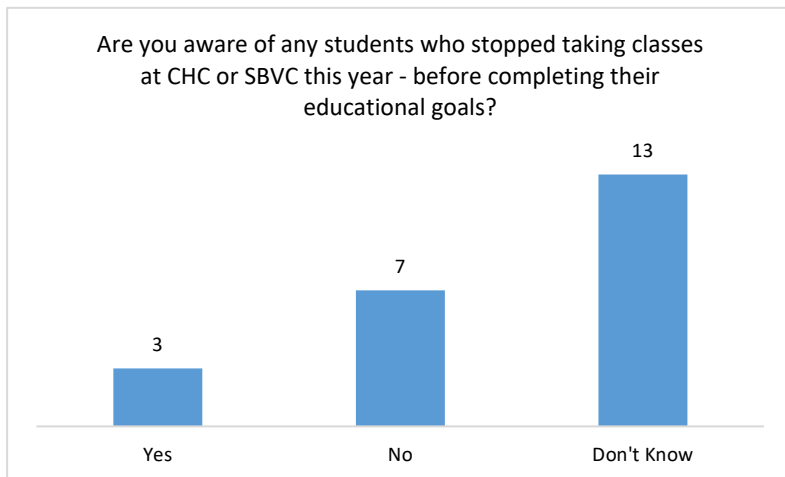
The average response was 10 years with a maximum of 22 and a minimum of 0 (in their first year).

Indicate how strongly you agree or disagree with the following statements: n=23

The following chart shows the numbers of respondents who agreed or disagreed with each statement. There was strong agreement with the statement that “Students could complete their educational goals more quickly if the two Colleges better coordinated their course schedules.”



Are you aware of any students who stopped taking classes at CHC or SBVC this year - before completing their educational goals? n=23



What were the primary reasons they stopped taking classes? (Check all that apply.) n=3

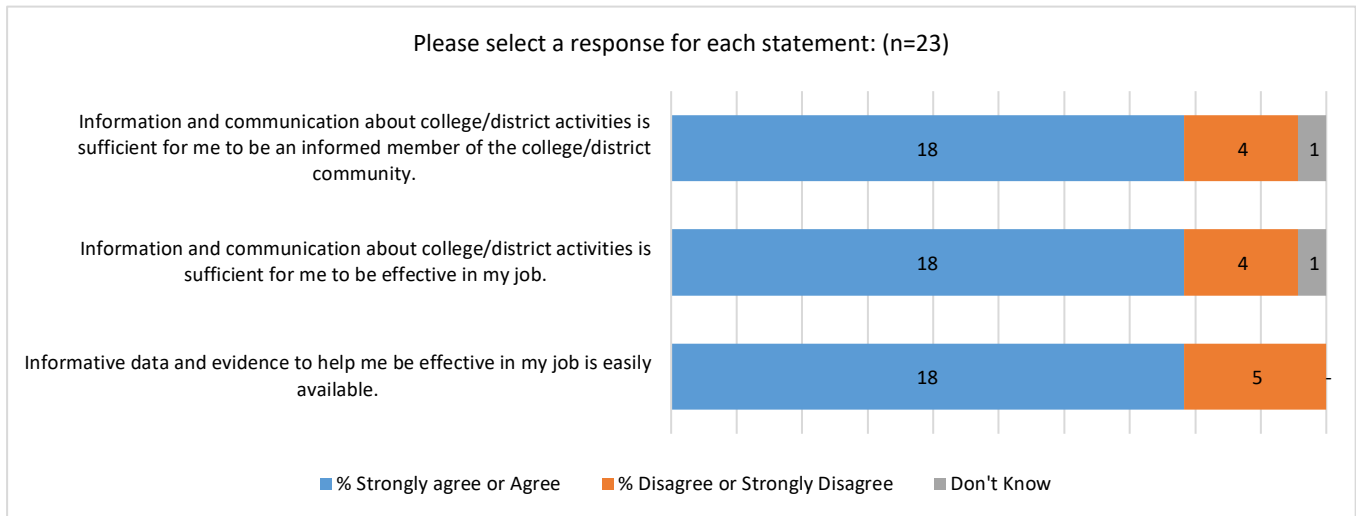
The 3 respondents who answered “yes” to the previous question, noted the reasons below. They were permitted to select all of the reasons that apply, therefore, the total number of responses is greater than 3.

The top reasons cited by DSO staff for students stopping their studies at the College were:

- o Course schedule conflicted with other responsibilities
- o Application process was too difficult
- o Decided to go to a different college or school
- o Finished my certificate, degree, or educational goal
- o Registration process was too difficult

Please select a response for each statement: n=23

Respondents were asked how strongly they agree with the following statements. Most respondents agreed or strongly agreed with each statement.

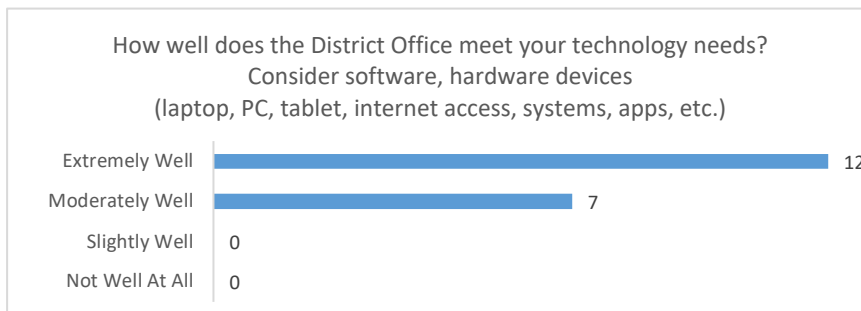


All Respondents Questions

The following questions were asked of all respondents to the survey.

How well does the District meet your technology needs? Consider software, hardware devices (laptop, PC, tablet, internet access, systems, apps, etc.) n=19

This question asks how well the College meets respondents’ technology needs. Most respondents (12 of 19) indicated they are met extremely well.



Any suggestions to improve your technology needs? (n=4)

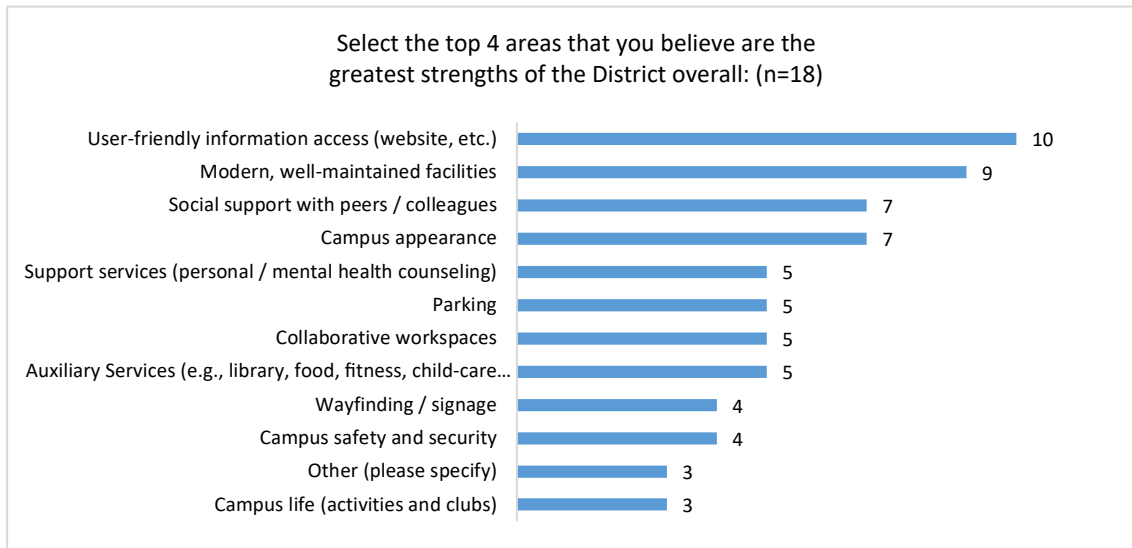
- Change their helpdesk ticket platform and find a user friendly system
- CRM system
- Make sure TESS is properly staffed.
- more consistency with software and hardware updates for all users at the same time.

What is not working well in meeting your technology needs, and what can be improved? (n=1)

- Both campuses should have the same information on website. There should be uniformed to the District goals.

Select the top 4 areas that you believe are the greatest strengths of the District overall:

The following chart shows the responses to this question.

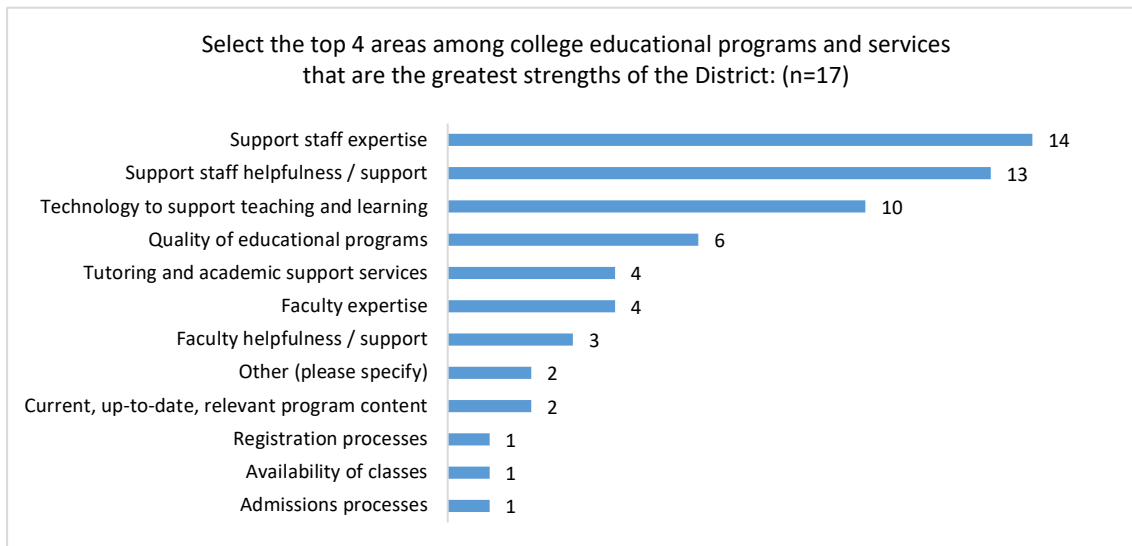


Respondents selecting “Other” contributed the following:

- o Business and community partnerships
- o Having a full-time receptionist near the 2nd floor entrance, and having IT staff available on-site

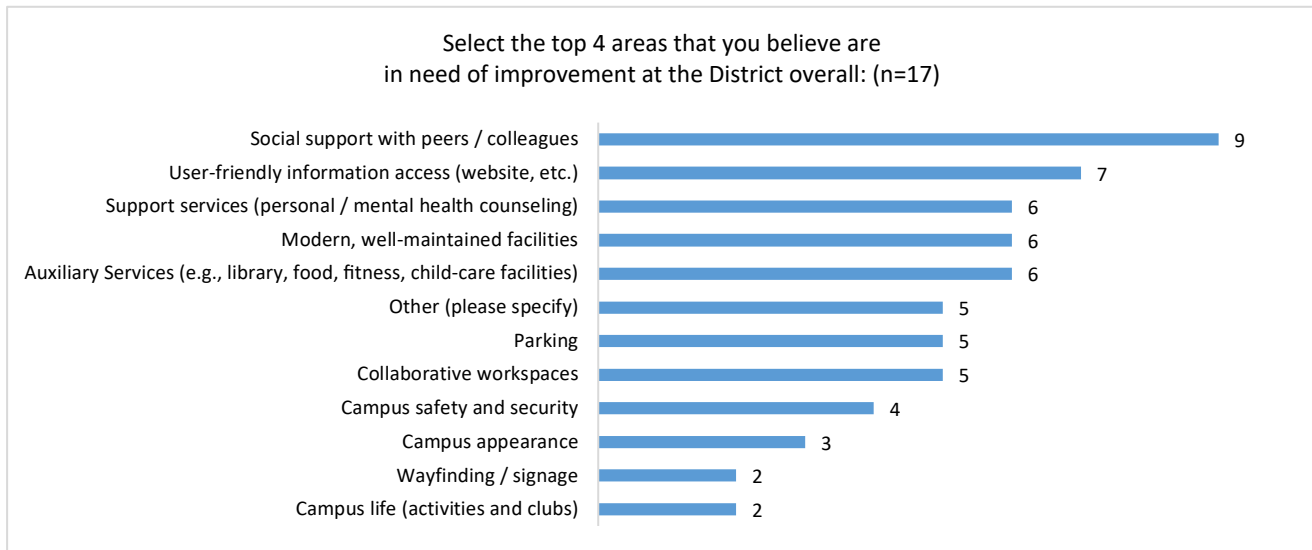
Select the top 4 areas among college educational programs and services that are the greatest strengths of the District:

The following chart shows the responses to this question.



Select the top 4 areas that you believe are in need of improvement at CHC overall:

The following chart shows the responses to this question.

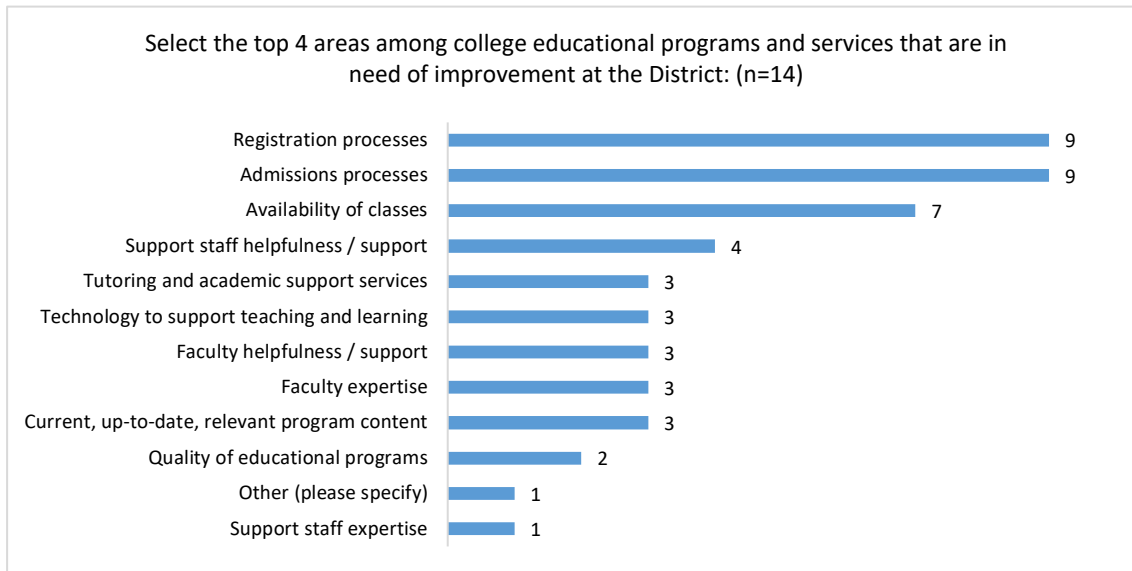


Respondents selecting “Other” contributed the following:

- o Need more Police and Security
- o BAD choices do not apply to DSO
- o Rest/lunch space for the TESS side of the building, vending machines,
- o The district office has provided limited space for staff. Some being jammed into a tight area. There is no room for additional staff. Signage is improving. Lack of lunch area on the Chancellor/Research/TESS side of the building. When staff from this area goes into the dedicated lunch room the Business/Fiscal side looks at us like we don't belong. We feel very unwelcomed.
- o There has always been an issue with academic advising students need roadmaps to help guide them to take the courses needed to successfully earn their degree or certificate there is no direction and many students give up and drop out

Select the top 4 areas among college educational programs and services that are in need of improvement at the District:

The following chart shows the responses to this question.



Please list any academic programs or courses that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.)

There were five responses.

- cloud technology Specialist Certificate
- coding certificate (java)
- computer science certificate
- computer science certificate
- cybersecurity specialist certificate

Please list any student services programs or resources that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.)

There was one response.

- MESA program

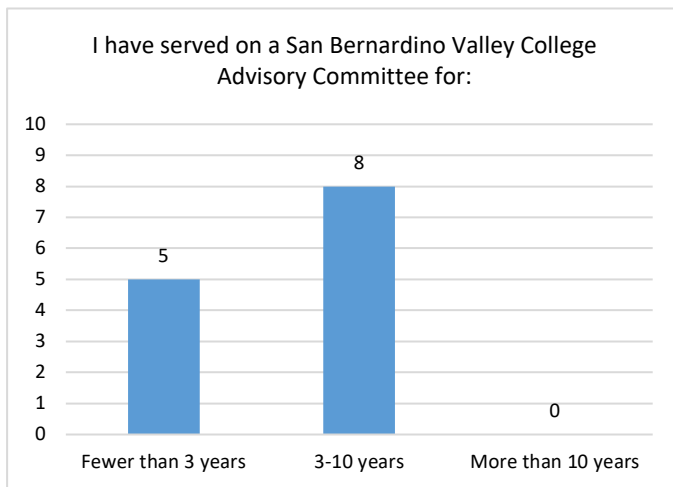
Program Advisory Committee Employer Survey

This survey was sent to employer members of the College’s Program Advisory Committees. The College has 26 Program Advisory Committees. There are 105 employer members among these committees who all received the survey. There were only 13 responses to the survey, representing 11 of the committees.

Please check the San Bernardino Valley College Advisory Committee(s) to which you are a member (check all that apply):

Program	Responses
Automotive Collision	1
Automotive Technician	1
Business Administration	1
Child development	2
Film, TV & Media	1
Geographic Info Systems	1
Graphic Design/Multi-media	1
Graphic Info Systems (GIS)	2
Information Communication Technology (ICT or IT)	1
Machine Trades	2
Nursing	1
Psych Tech	1
Transportation/Diesel	1
Answered	13
Skipped	0

Most of the respondents have served on a College advisory committee for 3-10 years.



My business/employment is primarily in (or closest to) which of the following areas? (Check all that apply.)

Respondents were asked to identify where their businesses are located. Some respondents had multiple locations, therefore there are more than 13 responses.

Town/City	Response
Chino	1
Colton	2
Entire Counties of San Bernardino and Riverside	1
Fontana	2
"I work with the Cisco Academy, we are more global in scope"	1
Ontario	2
Redlands	2
Rialto	1
Riverside	1
San Bernardino	4
Upland	1
Yucaipa	1
Grand Total	19

Please list 3 words/phrases that describe San Bernardino Valley College's image in the community:

Following is a complete list of responses.

- accessible
- Affordable
- Busy
- Compassionate
- Competent
- cost-effective
- First step in one's career
- friendly
- Growing
- Helping citizens move forward
- Inconsistent
- Junior college
- Necessary
- Professional development starter
- Qualified
- Quality
- Unfocused

Please rate the following comments on the scale provided.

Respondents were asked whether they strongly agreed, agreed, strongly disagreed, or disagreed with the following statements. Most respondents agreed or strongly agreed with each of the statements. The weakest response was to the question, "San Bernardino College readily adapts to change." Nearly half (45.5%) of respondents disagreed with that statement.

Comments	Most Frequent Response	Agree or Strongly Agree	Disagree or Strongly Disagree
Employers view San Bernardino Valley College as a high-quality institution.	Agree	70.0%	30.0%
San Bernardino Valley College has strong business and industry partnerships.	Agree	72.7%	27.3%
San Bernardino Valley College readily adapts to change.	Agree	54.6%	45.5%
San Bernardino Valley College is a strong leader/partner in economic development for the region.	Agree	63.6%	36.4%

Please rate the following comments on the scale provided. n=8

Respondents were asked whether they strongly agreed, agreed, strongly disagreed, or disagreed with the following statements.

Comment	Most Frequent Response	Agree or Strongly Agree	Disagree or Strongly Disagree
The College's instructional / technical programs are up-to-date and meet employer needs.	Agree	75.0%	25.0%
College programs under our Advisory Committee have current and relevant equipment, technology, and software that reflect today's workplace.	Agree	62.5%	37.5%
Employers in our industry provide internships and/or externships to students enrolled in the College's programs.	Agree	87.5%	12.5%
Local employers in our industry are eager to hire the College's graduates.	Agree	62.5%	37.5%
The College's technical programs are of similar or higher quality than those in nearby community colleges and private colleges.	Agree	50.0%	50.0%
The College's programs in our field/industry that no longer meet job demand are reduced or eliminated.	I don't know	37.5%	62.5%
New programs are initiated by the College in response to emerging community employer needs.	Agree	62.5%	37.5%
The College's program graduates perform well in the workplace.	Agree	50.0%	50.0%

What new jobs or industries, if any, should the College explore for potential new programs?

All responses are listed below.

- CAD/CAM Programmers
- Children with special needs - inclusion courses
- CNC Operators
- CNC Programmers
- CNC Setup
- Film Location Management
- Robotics

Provide any additional comments you have on the quality, effectiveness, and other characteristics of instructional/technical programs at San Bernardino Valley College. (One comment per line.)

All responses are listed below.

- Many moved on to CSUSB to obtain bachelor degrees
- Most of our employees attend SBVC
- I have worked with the Media Arts Dept for several years and have found the staff knowledgeable and willing to go the extra mile for their students and push for expanding the Dept and its resources. This is an up-and-coming school that is hot on the heels of those in LA.
- Great instructors

College Listening Sessions

Introduction

During the Discovery Phase, listening sessions were held by the CBT Team with individuals and groups of internal and external stakeholders of San Bernardino Valley College. Additionally, the team visited classes to hear what was or was not working well for students at SBVC. A large campus forum, along with several small group sessions, were conducted as Internal listening sessions. These were well-attended. External sessions were sparse and not well-attended. A summary of listening sessions is provided below, along with data on those who responded to the surveys conducted, as discussed previously in this document.

SBVC INTERNAL STAKEHOLDER LISTENING SESSIONS			
Session Categories	Individuals and Groups	# Sessions	Approx. # Participants
SBVC Internal Stakeholders	<ul style="list-style-type: none"> ○ President’s cabinet ○ Academic Senate ○ MPSC ○ Vice Presidents ○ All campus forum ○ General groups (5) 	10	197
Student groups	<ul style="list-style-type: none"> ○ Student Classes 	2	40
Total Number of Internal Listening Sessions and Participants		12	237

SBVC EXTERNAL STAKEHOLDER LISTENING SESSIONS			
Session Categories	Individuals and Groups	# Sessions	Approx. # Participants
Foundations & Committees	<ul style="list-style-type: none"> ○ SBVC Foundation Board (2) 	1	2
Government & Community Partners	<ul style="list-style-type: none"> ○ Workforce Development Center (1) ○ Sheriff Dept (1) 	2	2
Educational Partners	<ul style="list-style-type: none"> ○ K-12 Schools (none) ○ Adult Education (1) ○ Universities: CSU San Bernardino; UC Riverside (2) 	2	3
Total Number of External Listening Sessions and Participants		5	7

Surveys Conducted	# Respondents
<ul style="list-style-type: none"> ○ College-wide survey: employees (99); students (271) ○ Program Advisory Committees - Employer Survey (26 committees) <ul style="list-style-type: none"> ▪ Total employer members (n=105) 	370
	13
Total Number of Survey Respondents	383

College Listening Session Themes

The top ten themes, and 30 sub-themes, that emerged from the listening sessions are delineated below. This rich qualitative input, combined with the other sections of the Data profile, is valuable as the College identifies its highest priorities for the next five years and beyond.

1. Regional Demographics and the Impact of the COVID Pandemic

- a. Demographic Changes in the Region
 - Declining population for 0-44; growth in 65+ population
 - Percent of families living in poverty has declined over last decade
 - Increase in female students; decline in male students
- b. Implications / Impacts of COVID Pandemic for Future Planning
 - Significant decline in student enrollment/headcount during fall 2020
 - Need to find correct balance between on-site and on-line course offerings
 - Challenges exist for students and staff regarding post COVID reentry to onsite teaching and learning
 - Cannot do “same old/same old”

2. Student Access, Marketing, Outreach and Recruitment

- a. Student Access, Outreach, and Recruitment
 - Partner with city to develop or promote specific programs
 - Improve registration process
 - Provide counseling help for potential/new students
 - Promote financial aid and other resources to potential students
 - Expand dual enrollment
 - Target returning adults with more support services
 - Recruit high school seniors who were accepted but did not attend four-year school
 - Improve web pages
- b. Marketing and Outreach to the Community
 - Develop more contact with K-12
 - Have consistent messaging at all schools
 - Develop easier access to information
 - Improve marketing
 - Develop targeted community outreach

3. Strategic Enrollment Planning and Management for Stabilization and Potential Growth

- a. Enrollment Management / Scheduling / Productivity & Efficiency
 - Ensure availability of classes to meet student needs
 - Schedule right combination of courses
 - Build 2-year schedules
 - Align course timing so program classes don't conflict
 - Increase units taken per student per semester
 - Provide schedules that meet the flexibility needs of working adults

- o Align course schedule to education master plan goals
 - o Develop an easily accessible Data dashboard
 - o Acquire better tools to create strong course schedule
- b. Strategic Enrollment Planning for Growth
- o Encourage the majority of students who intend to earn associate degrees or transfer
 - o Develop non-credit short courses and certificates to align with local employer needs
 - o Expand online course availability to ensure degree completion
 - o Implement Guided Pathways to promote associate degrees and transfer
 - o Expand dual enrollment options

4. Academic and Support Services

- a. Student Success (Retention/Persistence/Completion)
- o Strengthen targeted student support services
 - o Strengthen student mental health support
 - o Improve AB 705 support
 - o Need to schedule to maximize students' access to classes
 - o Focus on retention and completion
- b. Academic Support Services / Tutoring
- o Expand tutoring options
 - o Increase awareness of tutoring options
- c. Counseling / Academic and Career Advising
- o More counselors or counseling hours needed
 - o Expand video counseling
 - o Consider Drop-in counseling for quick questions
 - o Develop evening counseling
- d. Student Support Services / Wrap-around and Special Services / DSPS / Health Services
- o Need more technology services for use by students with disabilities
 - o Need Evening and weekend student services
 - o Need more library hours
 - o Need more student mental health support
- e. Financial Aid / Scholarships / Foundation
- o Increase student assistance with application paperwork
 - o Provide help in variety of languages
 - o Increase the number of scholarships available
 - o Strengthen connection to alumni to enhance fundraising

5. Diversity, Equity, and Inclusion

- a. Diversity, Equity, Inclusion, Anti-racism (DEIA)
- o Students need to feel welcomed and heard
 - o DEIA needs to be institutionalized throughout college
 - o Need more Professional Development for all segments of the College
 - o Continue development of culturally competent curriculum
 - o Develop a culture of Inclusion
- b. Campus Life / Clubs /Athletics
- o Expand resources for special groups (e.g., LGBTQ, Native American center, nontraditional student center, women's center)
 - o Offer more food services
 - o Develop on-campus activities, such as dances and Powwows
 - o Create a Study Abroad program

6. Guided Pathways, Program Design and Delivery

- a. Guided Pathways / Program Design / Program Mix
 - o Guided Pathways “taking off” but not fully developed yet
 - o Need to continue developing and implementing pathways pillars
- b. Distance Education / Delivery Modes
 - o Continue to provide online teaching training to all faculty
 - o Students wish format same for all online classes
 - o Not all students have good access to home technology
 - o Balance delivery modes to match student demand

7. Education, Business, Industry, and Governmental Partnerships

- a. Dual Enrollment
 - o Need to reconnect with K-12 partners post-COVID
 - o Build back options to pre-Covid levels
 - o Offer consistent schedules
- b. Transfer / Baccalaureate Degrees / Articulation
 - o Strengthen connections with four-year transfer personnel
- c. Strategic Partnerships
 - o Expand Apprenticeships
 - o Gap exists connecting programs to careers
 - o Need more internships
 - o Need to strengthen program Advisory Committees
 - o Build community, city, and business partnerships
 - o Develop community Health related partnerships
- d. Workforce Development
 - o Partner with city/county to provide workforce education
 - o Develop short-term certificates for entry level jobs/support low-income population
 - o Maximize use of new Building for Automotive, New Innovations, Drone Tech
- e. Non-Credit Instruction / Continuing Education /Adult Education / Contract Ed
 - o Under-utilizing noncredit, adult education
 - o Health related topics
 - o Technology usage
 - o Recreation training
 - o College limited in what it can do with Contract Education

8. Planning, Evaluation, and Advancement

- a. Program Review / Institutional Effectiveness / Accreditation / Research / Integrated Planning
 - o Program Review needs to be used in non-punitive way
 - o Update program discontinuance process
 - o Need easier access to data
 - o Need more data dashboards
- b. Program Change / Innovations
 - o Program review not really used as a tool
 - o Curriculum Committee is using an “Equity lens” while reviewing curriculum
 - o Ethnic Studies wanted

9. Organizational Design and District / College Relations

- a. Organizational Efficiencies / Centralized & Decentralized Services
 - o Communication from District not always timely or accurate
 - o District not always responsive to College’s needs

- b. Information and Communication / Website
 - o Website needs overhaul
 - o Need better communication inside college
- c. Fiscal Resources / Grants / Budget Management
 - o Budget transparency needed
 - o Align resource allocation to planning
 - o Move resources to support big ideas or key goals
- d. Equipment / Purchasing
 - o Need new tech equipment
 - o Need better Wi Fi
- e. Technology / Applications / Enhancements
 - o Need better tech support and training for all (students, faculty, staff)
 - o Purchase more hotspots
 - o Provide better computers
 - o Students want same format for all online classes
 - o Need software products to help with Data Integration
 - o Need Dashboard/easy access to data for all
- f. Facilities / Sustainability
 - o Need more Smart Classrooms
- g. Human Resources Processes and Services
 - o No comments were made specific to this
- h. Safety / Security / Police Services
 - o Need more parking
 - o College is a safe spot (off limits) for crime

10. Professional Development

- o Need professional development for faculty re: online classes
- o Need professional development for all re: DEI, communication
- o Need new Employee orientations
- o Need better support for new staff and faculty

District Services Operations Listening Themes

Concurrent with the Internal and External College Listening Sessions held in Spring, 2022, listening sessions were also held with staff in all the District Support Operations' (DSO) divisions. These DSO divisions provide centralized support to the two colleges in the District.

SBCCD's new District Strategic Plan, adopted by the Board in May 2022, identifies SBCCD's Integrated Planning Model which depicts the connections among the District Strategic Plan, College Educational Master Plans (EMPs), and the DSO Plan. The DSO Plan provides Strategic Directions and Supporting Actions to support **both** the Goals and Objectives of the District Strategic Plan, **and** the Strategic Directions and Supporting Actions of the two College EMPs.

Listening sessions held with DSO divisions were focused on the both the relationship and processes between DSO divisions and the colleges. The SBCCD Delineation of Functions Map was used as a discussion platform, and questions asked were designed to:

- ⇒ Gain a deeper understanding of the division's area(s) of responsibility, and how it works with the colleges
- ⇒ Clarify further what is centralized vs. decentralized vs. shared, per the *SBCCD Delineation of Functions Map*

- ⇒ Discuss the division's priorities in meeting the Goals and Objectives of the new District Strategic Plan the Board adopted
- ⇒ Learn how the division is approaching the development of its *DSO Strategic Directions and Supporting Actions*
- ⇒ Determine if there is anything else that would support the division's work on the above

Notes taken from the DSO Listening Sessions were compiled, synthesized, and analyzed to identify key themes that have implications for the colleges as they are developing their EMPs. A summary of those themes is provided in the sections that follow.

DSO Centralization – Policies, Procedures, Processes, and Practices

- o Identify principles (see SBCCD Strategic Plan); align BPs and APs to support the student and employee experiences
- o Ensure there is only one official set of BPs and APs for the whole District; Colleges do not have their own policies and administrative procedures
- o Ensure BPs and APs are being applied consistently across all SBCCD sites; provide orientation and training
- o BPs and APs need a formal review cycle and process that includes CCLC Updates and ensures compliance with state and federal legal requirements
- o The process to review SBCCD policies and procedures is unclear; there is no documented procedure for when they are reviewed, and who the accountable executive(s) is/are for each area being reviewed; this is especially important with the new organizational structure
- o Align College processes and practices (these currently are inconsistent among college catalogs, websites, and college forms in use)
- o Contracts / Agreements need reviewed regularly (e.g., CCAP)
- o Ensure CCAP Agreements are reviewed annually and consistent with mandated Ed Code, with fee structure implemented consistently at all instructional sites

Grant Processes

- o Current process involves a limited and narrow review of grant opportunities and college faculty, and staff are queried as their interest in pursuing grant opportunities; proactive, intentional grant-seeking is needed, aligned with SBCCD Strategic Plan, and College EMPS
- o Grant funding is available; e.g., HSI grant opportunity and formerly incarcerated grant funding available, but little is understood regarding the terms, conditions, and expectations of these grants

Police Services

- o Re-evaluate location of "District Emergency Operation Center"
- o Consider additional support for students and staff in the transition back to campus
- o Reassess Emergency Operation Plan

Human Resources – DEI - Contract Services

- o Reconcile and align job descriptions across the District; reduce "invisible labor" and integrate into job descriptions; the example provided was that of dean job descriptions and classifications, which are narrowly written; HR is working to amend and to broaden job descriptions across the district for ease of use across multiple sites
- o Address pay-equity issues; inconsistencies exist across the colleges
- o Infuse / embed DEIA principles and practices into the workplace, job descriptions, and onboarding and professional development activities
- o A more comprehensive onboarding process is needed for new employees for all DSO services and DEI priorities; an assessment of new employees' knowledge and skills in these areas is required, followed by training and professional development as needed
- o Need to develop consistent process to secure contracts for services and hiring short-term employees – delays and confusion negatively impacting projects

- o DSO provides support for college contract procurement processes
- o Need a comprehensive review and training of HR and contract processes

Fiscal Services

- o Budget development process needs tied more closely with SBCCD priorities
- o Budget allocation model should be reassessed post-COVID (neither college happy with it)

Facilities

- o Facilities planning post-COVID will need to be addressed based on enrollment, educational programming, and delivery mix for the future
- o Move from “energy efficient” to “zero-net energy”; Elite gold to Platinum

IT Services

- o Need for centralized IT functionality and purchasing of products and applications
- o Need for centralized operational processes “not directly related to functional users”
- o Security, equipment decisions, server maintenance, a common review and decision-making process regarding products and applications
- o At present – the DSO supports different college functions related to college IT needs
- o DSO taking inventory of all DSO and college products and applications – many purchased during COVID – some products and applications are duplicative; not being fully used; the process (or, lack thereof) allows colleges to make campus-level decisions regarding the purchase of software so employees and students may be using different tools within the DSO (the two colleges) for same functions (transcripts, appointments, follow-up, etc.)
- o Align DSO level budget planning and hardware and software priorities; assess effectiveness and efficiency of applications in serving SBCCD’s needs and priorities; conduct functional gap analysis and assess business processes for possible streamlining
- o Discussion includes which products and applications should be aligned and which should be terminated – the TCO for these products and applications (annual and long-term fees) is not known and needs to be assessed
- o The centralization of IT servers will also include keeping the IT College Director position – this individual will continue to provide campus user support and training
- o The DSO and college computer updates and migration plan needs to be clarified and identified in writing
- o Cyber security position to be hired at the DSO with district and college support; reduce security vulnerabilities
- o Assess the quality and comprehensiveness of “redundant information systems” to ensure cyber security and recovery
- o Coordinate CCCCO MIS data submissions with the colleges, offer training and use the reports to inform decisions;
- o Assessment of Help Desk users needed: metrics on the number of users and types of requests to better align staffing
- o Students need a single sign-in, consistency in software applications, and application support
- o Enhanced ongoing staff training and professional development for technology is needed

Institutional Effectiveness and Research

- o Process for monitoring progress on EMPs under the new SBCCD Integrated Planning Model, and the new organizational structure, will need to be updated
- o Identification of KPIs at various decision-making levels, and metrics to be used, will better support:
- o Vision for Success, Guided Pathways, and the Student-Centered Funding Formula
- o Examination of disaggregated data and equity gaps
- o District-wide program review

Contract Education Training

- o DSO has an autonomous contract ed effort that has little affiliation with college programs; linkages to Guided Pathways and other opportunities for student advancement, transcribed credit, and FTES for SBCCD is needed
- o The current practice focuses on employers, but could also be expanded to better connect with the colleges' programs; the current practice is a disservice to students who receive no credit and a disservice to the colleges who do not count/claim credit for student enrollments
- o Alignment of noncredit to credit programs of study is needed
- o DSO staff, college staff and faculty, and Board members teams are scheduled to travel to Tennessee and Utah to tour models of how best to integrate college and career programs of study to include credit and noncredit programs of study
- o A recent development – students in contract ed programs to receive EOPS information (assume eligibility) for purposes of apply to the EOPS program

Instruction and Student Services

- o Streamlining and developing consistency between the two colleges in other student services processes and practices is particularly user-friendly to students attending both colleges
- o Ensure consistent processes for specialized populations
- o Consider: How can SBCCD put in place policies and procedures that support the student experience (the same experience) at both colleges?
- o Streamline student support at the colleges
- o Discussion and work are underway between the District and colleges, with faculty participation, to develop a common student application; other “student-facing” with faculty participation – progress reported towards the common application across the district
- o One union for the DSO - full/time representation
- o Faculty do not want centralized curriculum
- o Limited agreement on course numbering across the district with discussions on a common student application
- o Issues with prerequisites – “a faculty driven process” is an issue. Example, the same course at the two colleges can have varying course prerequisites requirements – the lack of consistency negatively impacts the student experience – status of studies to support course prerequisites unclear...
- o Degree patterns may be different – limited review of programs of study
- o Program review process – is a “check the box” activity and not aligned to GP or SCFF – unclear if review of programs using a decision-making rubric (revitalize, watch, discontinue) has ever occurred; process appears to be solely a faculty peer-to-peer process without administrative oversight or decision-making included in the process, and also lacks a district-wide review perspective to meet needs of the SBCCD region as a whole
- o Need to align with BPs and APs – both are diluted versions of meaningful program review tied to student access, persistent, retention, completion or business and industry (EMSI) or living wage – little to no research to date

Overall Considerations

- o The need for consistency between the two colleges is a reoccurring theme
- o Regular, collaborative meetings between the Vice Chancellor of Educational Services, the two college Vice Presidents of Instruction, and the two vice presidents of Student Services are needed to ensure consistent, streamlined services to students
- o Consider the DSO staff scheduling regular visits and “drop-in office hours” at the colleges
- o Consider the colleges being more purposeful in inviting DSO staff to college council meetings for updates on their respective areas, and also to college events to build positive relationships between DSO and College staff
- o Strengthen use of KVCR in College programs, internships, activities

- o Expand use of KCVR to strengthen community connections and outreach to underserved student populations

Workforce Data & Program Gap Analysis

The District engaged Emsi³ (a leading provider of labor market data) to do a comprehensive analysis of the labor market in the SBCCD Colleges’ service areas. The analysis also include gap analyses, comparing the supply and demand for workers with various types of credentials in related occupations. The data shown here is drawn directly from the labor market data included in the District Strategic Plan.

This section of the Plan includes a short summary. The full Executive summary of the Emsi report is included in Appendix A (on page 74).

Recommendations

The Emsi Report classified occupations into four categories. These are shown in the four quadrants of the following chart.

<p>HIGH DEMAND, LOW SUPPLY</p> <p><i>How can we expand these program opportunities?</i></p> <p>Cooking & Related Culinary Arts, General (CERT & ASSOC)</p> <p>Machine Tool Technology/Machinist (CERT & ASSOC)</p> <p>Real Estate (ASSOC)</p> <p>Electrical/Electronics Equipment Installation & Repair, General (ASSOC & T-T)</p>	<p>HIGH DEMAND, HIGH SUPPLY</p> <p><i>Can we maintain focus on program quality & student success?</i></p> <p>Welding Technology/Welder (CERT)</p> <p>Emergency Medical Technology/Technician (EMT Paramedic) (CERT)</p> <p>Automobile/Automotive Mechanics Technology/Technician (ASSOC)</p> <p>Information Technology (ASSOC & T-T)</p>
<p>LOW DEMAND, LOW SUPPLY</p> <p><i>Should we discontinue these programs?</i></p> <p>Philosophy (ASSOC)</p> <p>Astronomy (T-T)</p>	<p>LOW DEMAND, HIGH SUPPLY</p> <p><i>Are we connecting these programs to opportunities outside the region?</i></p> <p>Criminal Justice/Police Science (CERT)</p> <p>Social Sciences, General (ASSOC)</p> <p>Anthropology (T-T)</p>

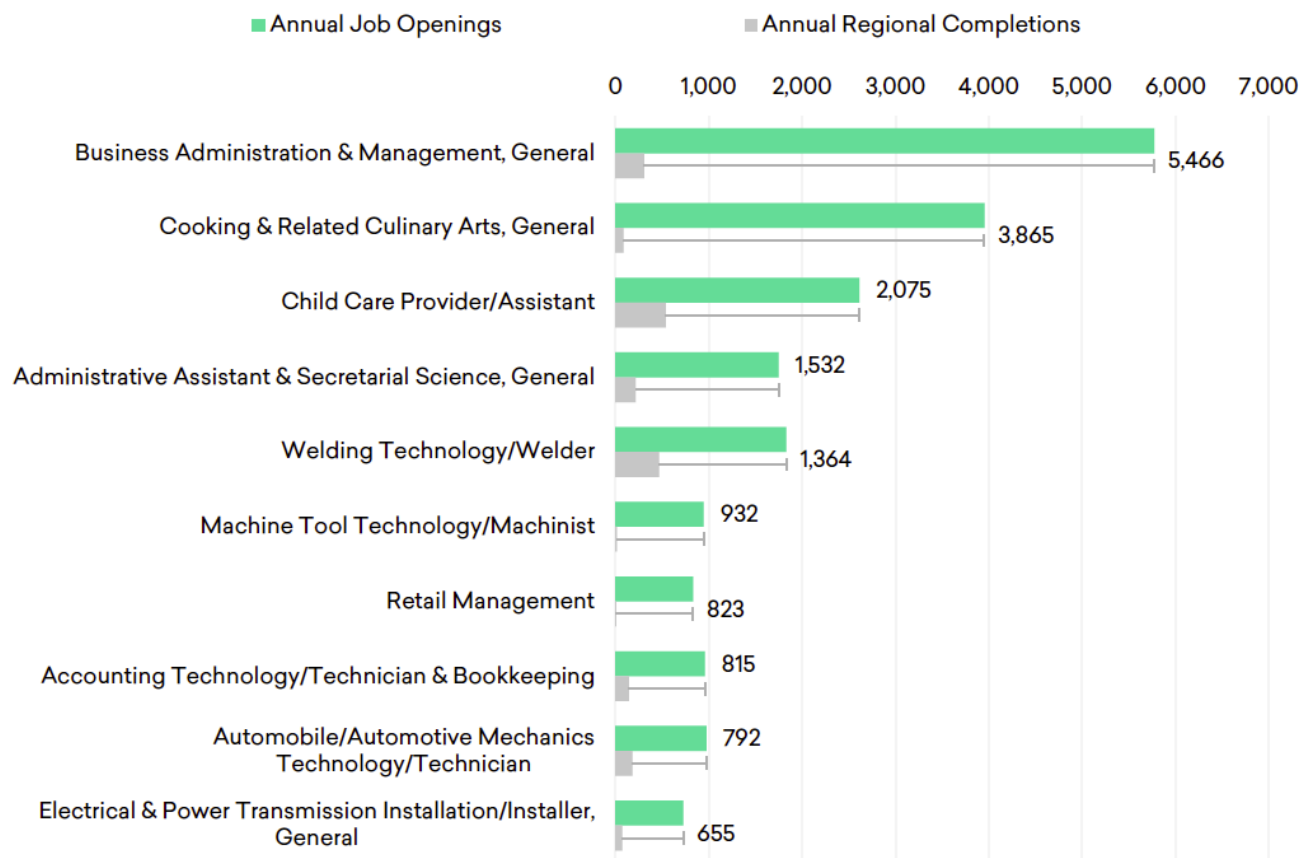
Source: Emsi program demand gap model. The programs recommended in the table were chosen by the Emsi Economist authoring the report. While the table refers solely to the demand and supply, additional consideration has been given to wages when selecting programs featured in this table. Some programs with significant gaps and low wages are not included in this table, while other high wage programs with moderately high gaps have been included.

³ Emsi (now called Lightcast) can be found at <https://www.economicmodeling.com>

Program Gap Analysis

Certificate Level Gaps for San Bernardino Valley College

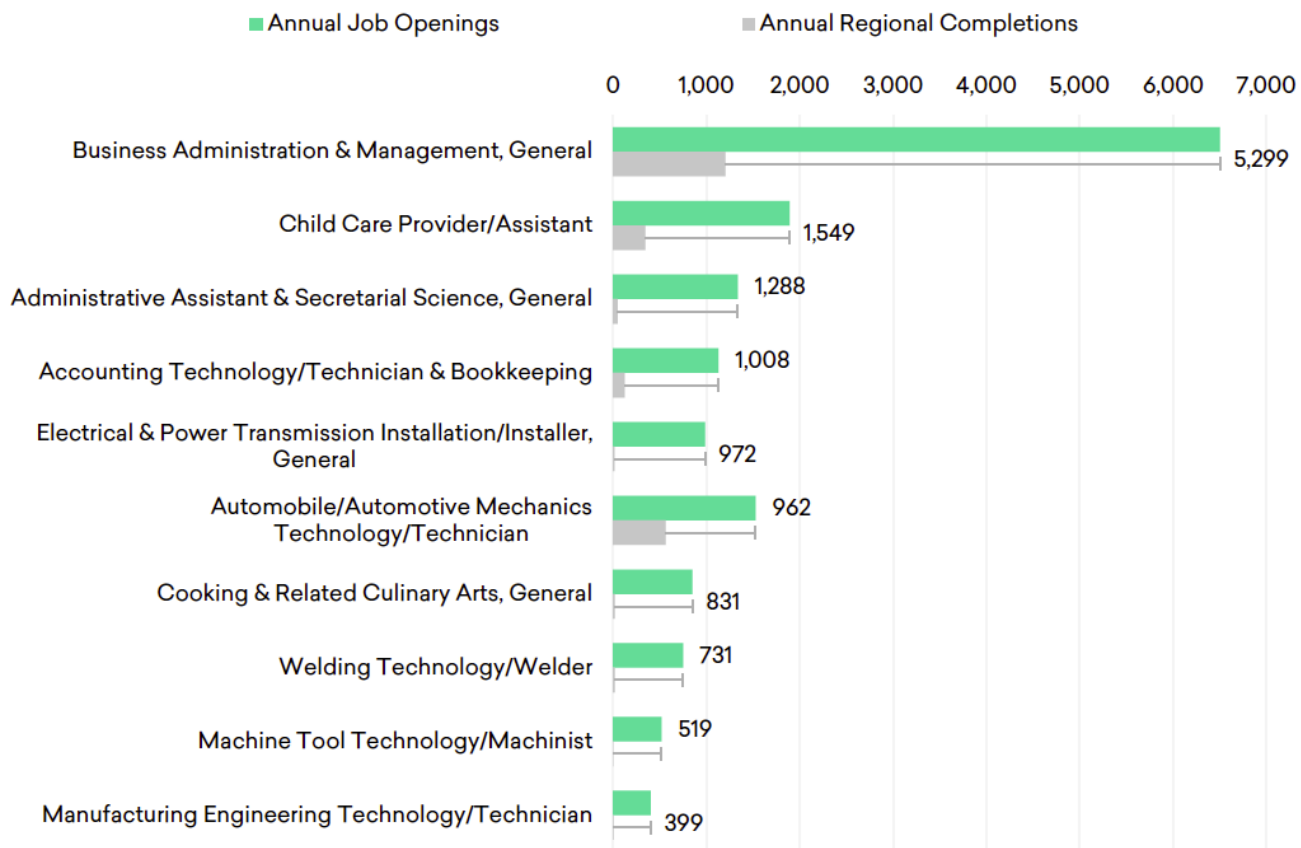
The following chart shows, for each occupation, annual job openings and the annual regional completions. The number to the right of each bar shows the gap between the completions and openings. A large number indicates that there are more annual job openings than there are annual certificate completions.



Source: Emsi program demand gap model.

Associate Degree Level Gaps for San Bernardino Valley College

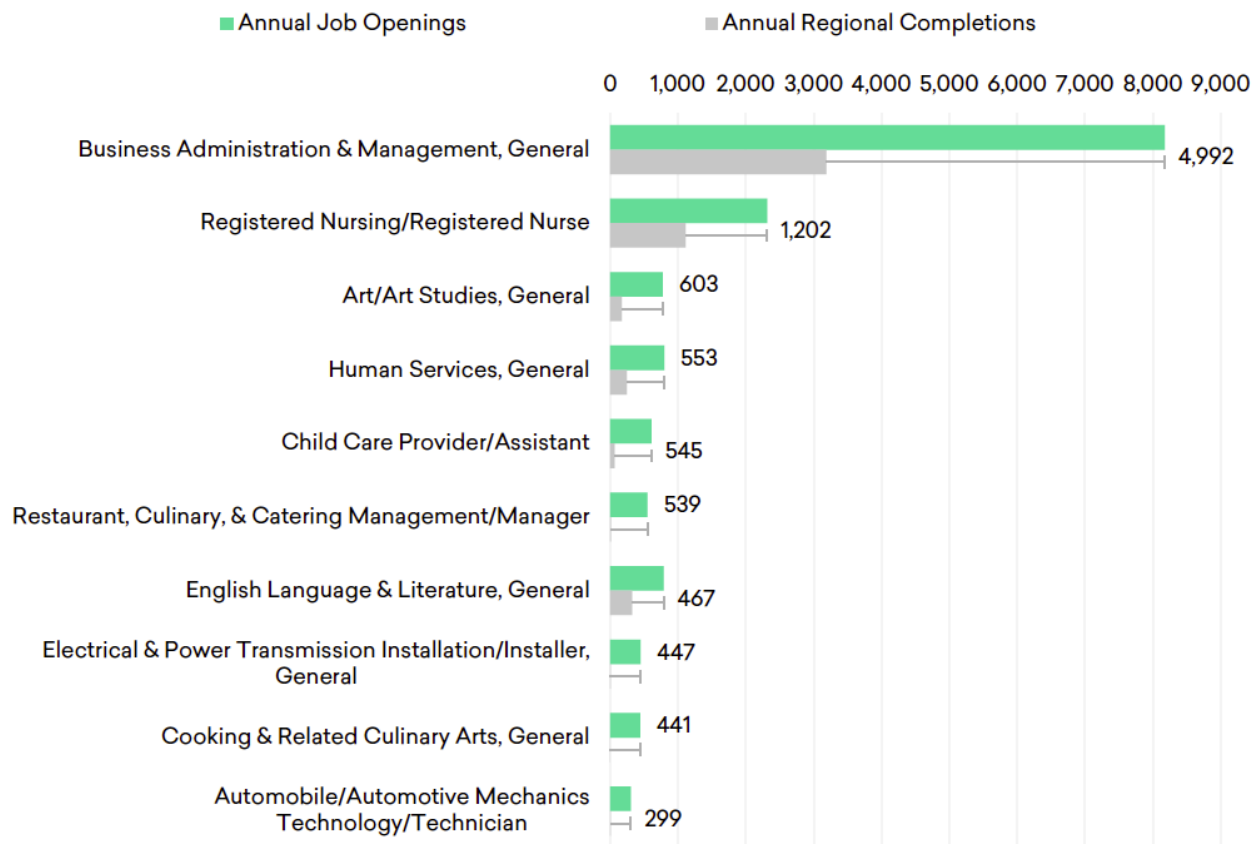
The following chart shows, for each occupation, annual job openings and the annual regional completions. The number to the right of each bar shows the gap between the completions and openings. A large number indicates that there are more annual job openings than there are annual Associate Degree completions.



Source: Emsi program demand gap model.

Transfer-Track Degree Level Gaps for San Bernardino Valley College

The following chart shows, for each occupation, annual job openings and the annual regional completions. The number to the right of each bar shows the gap between the completions and openings. A large number indicates that there are more annual job openings than there are annual Transfers-Track Degrees.



Source: Emsi program demand gap model.

Opportunities – Program Additions

The Report identified several programmatic areas of opportunity. Most are at the Certificate level, with a few at the Associate Degree and Transfer-Track level. These programmatic areas include the following. *Note: see the Executive Summary for more details.*

SOC TITLE	2020 JOBS	ANNUAL JOB OPENINGS	ANNUAL COMPL.	GAP	MEDIAN HOURLY WAGE	ED. LEVEL
Heavy and Tractor-Trailer Truck Drivers	31,981	3,160	4	3,156	\$22.56	CERT
Carpenters	22,088	1,648	8	1,641	\$22.54	CERT
Construction Laborers	19,914	1,582	8	1,574	\$18.73	CERT
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	8,838	760	0	760	\$27.06	CERT
Medical Secretaries and Administrative Assistants	8,571	655	106	549	\$17.76	CERT
Painters, Construction and Maintenance	7,190	479	3	476	\$17.77	CERT
Operating Engineers and Other Construction Equipment Operators	4,445	416	2	414	\$39.51	CERT
Nursing Assistants	8,438	912	542	369	\$16.23	CERT
Order Clerks	3,045	252	1	251	\$17.39	CERT
Dental Assistants	6,316	604	436	168	\$17.46	CERT
Dental Hygienists	1,988	117	50	67	\$45.73	ASSOC
Respiratory Therapists	1,885	99	38	61	\$35.33	ASSOC
Occupational Therapy Assistants	367	44	0	44	\$35.16	ASSOC
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	9,919	706	8	697	\$21.90	T-T
Insurance Sales Agents	5,693	311	0	311	\$21.14	T-T
Office and Administrative Support Workers, All Other	5,089	295	0	295	\$15.99	T-T
Production, Planning, and Expediting Clerks	5,112	287	0	287	\$22.31	T-T
Securities, Commodities, and Financial Services Sales Agents	3,375	210	2	208	\$23.81	T-T

SOC refers to the Standard Occupational Classification system used to classify occupations. Average annual job openings represent regional data from 2020 to 2030. Numbers may not sum due to rounding.

Source: Emsi program demand gap model.

Appendix A – Emsi Labor Market Analysis (Executive Summary)

To be added